

# **Adult Poll Adult Attitudes Toward the Military**

## **Poll Three**



***For additional copies of this report,***

contact:

Defense Technical Information Center

ATTN: DTIC-BRR

Defense Document Information Center

8725 John J. Kingman Rd., Suite #0944

Ft. Belvoir, VA 22060-6218

(703) 767-8274

**Ask for Report by ADA-xxxxxxxx**

# **Adult Attitudes Toward the Military: Poll Three**

**Amie K. Wang**  
**Wirthlin Worldwide**

**James A. Hoskins**  
**Wirthlin Worldwide**

**Mary E. Strackbein**  
**Wirthlin Worldwide**

**Anita R. Lancaster**  
**Defense Manpower Data Center**

**Barbara J. George**  
**Defense Manpower Data Center**

**Sean M. Marsh**  
**Defense Manpower Data Center**

## **ACKNOWLEDGMENTS**

This project was performed on behalf of the Office of the Under Secretary of Defense for Personnel and Readiness. The authors appreciate the generous support and valuable advice and counsel provided by both Dr. W.S. Sellman, Director for Accession Policy, and LTG John Van Alstyne, Assistant Secretary of Defense for Military Manpower and Personnel Policy. We are also indebted to Ms. Elaine E. Sellman, Ms. Carol F. Rosenhoch and Mr. James E. McCloud, Defense Manpower Data Center, for their assistance in the preparation of this report for publication.

## TABLE OF CONTENTS

1. Introduction and Report Organization .....	5
2. Executive Summary .....	7
3. Background Information .....	11
4. Research Methodology .....	13
5. Detailed Findings .....	15
• Demographic Profile of Respondents .....	15
• Impressions of the Military .....	16
• Advice About Options After High School .....	19
• Military Service Benchmarks .....	30
• Favorability Toward the Military .....	43
• Knowledge of the Military .....	47
• Mutivariate Analysis .....	49
6. Appendix A - Sample Design and Implementation .....	A-1
7. Appendix B – Adult Poll 3 Interview Guide .....	B-1

## TABLES AND FIGURES

Table 1:	Distribution of Children's Ages .....	15
Table 2:	Youth-Related Employment .....	16
Figure 1:	Image of Occupations .....	17
Figure 2:	Image of Occupations: DoD Civilians .....	18
Figure 3:	Advice About Options After High School .....	21
Table 3:	Percent of Adults Who Have Known Youth Between the Ages of 15 and 21 .....	22
Figure 4:	Did You Give Advice About Options After High School? .....	23
Figure 5:	Advice About the Military .....	24
Figure 6:	Advice About the Military: Summary .....	25
Table 4:	To Whom Positive or Negative Advice About the Military Was Given .....	25
Figure 7:	Advice About the Military: Multiple Children .....	26
Figure 8:	Advice About the Military: Same Advice .....	27
Figure 9:	War on Terrorism .....	29
Figure 10:	Extremely/Very Important Job Attributes .....	31
Figure 11:	Adults/Youth Comparison .....	33
Figure 12:	Military vs. Civilian Jobs Attributes Owned by Military Jobs .....	34
Figure 13:	Military vs. Civilian Jobs Attributes Owned by Both .....	35
Figure 14:	Military vs. Civilian Jobs Attributes Owned by Civilian Jobs .....	36
Figure 15:	Comparing Military to Civilian Jobs: More Important Job Attributes .....	39
Figure 16:	Comparing Military to Civilian Jobs: Less Important Job Attributes .....	40
Figure 17:	Adult/Youth Comparison: Job Attributes Owned by the Military .....	41
Figure 18:	Adult/Youth Comparison: Job Attributes Owned by Civilian Jobs .....	42
Figure 19:	Adult/Youth Comparison: Job Attributes That Are Co-Owned .....	43
Figure 20:	Favorability of the Military .....	44
Figure 21:	Favorability: Military Branches .....	45
Figure 22:	Favorability: Military Components .....	46
Figure 23:	Knowledge of the Military .....	47
Table 5:	Knowledge of the National Guard and Reserves .....	48
Table 6:	Confirmatory Factor Analysis of Occupations .....	51
Table 7:	Confirmatory Factor Analysis of Career Characteristics .....	52
Table 8:	Summary Statistics for Ordered Probit Model: Model Summary .....	54
Table 9:	Ordered Probit Estimates: Likelihood of Encouraging Youth to Join the Military .....	55
Table 10:	Summary Statistics for Reduced Ordered Probit Model: Model Summary .....	56
Table 11:	Reduced Ordered Probit Estimates: Likelihood of Encouraging Youth to Join the Military .....	56
Table 12:	Summary of the Impact on Likelihood to Give Advice to Join the Military .....	57
Table 13:	Logit Model of Likelihood to Give Positive Advice About the Military .....	58
Table 14:	Simulation Results of Variables on Likelihood to Give Positive Advice .....	59
Table 15:	Weighting Variables .....	A-4
Table 16:	Age .....	A-5
Table 17:	Race/Ethnicity .....	A-5
Table 18:	Current Education Level .....	A-5

# 1. INTRODUCTION AND REPORT ORGANIZATION

## Introduction

During Fiscal Year 2000, the Department of Defense expanded its market research efforts to (1) understand attitudes of key audiences toward the military, in general, and military service, specifically, and (2) develop research-based communications strategies and recommendations for each market. The Defense Manpower Data Center (DMDC) was responsible for this research. A two-pronged research approach was undertaken: (1) qualitative research – in-depth, values laddering interviews with the major recruiting markets (e.g., parents, educators, youth, Service members) to determine their attitudes toward the military, their recommendations to youth regarding post-high school options, and research-based message strategies that would resonate with each market; and (2) quantitative research – short, multi-year polls with recruitment-aged youth and adult Americans.

The purpose of this report is to present results of polls conducted with adult Americans to collect timely information on their attitudes about the military, knowledge of the military and advice they give to youth about options after high school. The research was conducted at the request of the Deputy Assistant Secretary of Defense for Military Personnel Policy, Vice Admiral P. A. Tracey, and the Director for Accession Policy, Dr. W. S. Sellman.

## Report Organization

The report is organized into the following main sections:

- The **Executive Summary** contains an overview of the background of the study and presents key findings from the *Adult Attitudes Toward the Military: Poll Three*.
- The **Background Information** section contains a historical perspective on the Department of Defense's recruitment advertising and market research programs.
- The **Research Methodology** section provides details on the design of the research conducted.
- Research findings are reviewed in the **Detailed Findings** section.
- **Appendix A** includes specifics on the sample design and implementation information.
- **Appendix B** includes the *Adult Attitudes Toward the Military: Poll Three* (Adult Poll 3) interview questionnaire.



## 2. EXECUTIVE SUMMARY

The Department of Defense (DoD) is conducting a series of polls to expand its understanding of adults who influence youth about joining the military, “influencers.” The Department is interested in their attitudes about the military and their likelihood to recommend military service to youth. This poll, the third in the adult series, looked at images of occupations, advice given to youth about options after high school, favorability of the military and knowledge of the military.

The audience profiled in this survey was the population of influencers, and included American adults ages 22 to 85 years old. Interviewing was conducted via computer assisted telephone interviews (CATI) during the period of January 18 to January 28, 2002. In order to ensure that the sample was representative of the adult population as a whole, quotas were placed on gender, race/ethnicity and geographic region. Data were then weighted by age, race/ethnicity and education to the December 2001 Current Population Survey<sup>1</sup> to mirror the population as closely as possible.

### Impressions of the Military

Adults were first asked about their impressions of a variety of occupations. Adults had the most positive images of people serving in the military and teachers. Nine out of 10 adult Americans had *very positive* or *positive* images of *people serving full-time in the active-duty military* (93%), *teachers* (90%) and *people serving part-time in the National Guard or Reserves* (89%). *Police officers* (84%) and *postal workers* (81%) followed closely behind. The remaining occupations studied were ranked as follows: *full-time non-military civilians employed by the Department of Defense* (71%), *leadership of federal government* (66%), *civilian federal government employees* (65%), *airport security personnel* (55%) and *lawyers* (45%).

Probing specifically into adults’ perceptions of *full-time non-military civilians employed by the Department of Defense*, adults were then asked, *please tell me if you have a positive or negative image of these people*. Three-quarters of adults reported having positive impressions. When asked the reason for the impression they had, the most commonly mentioned answers were grouped into the category *personal/work associations with DoD personnel* (25%), the next most commonly mentioned categories were *doing a good job* (16%) and *important job/necessary* (10%).

Approximately one-quarter of adults (24%) reported having a neutral image of *full-time non-military civilians employed by the Department of Defense*. *Unfamiliarity with position/people in position* (45%) was the most frequent reason cited. Nearly one-fifth (17%) reported being *general neutral*, which meant that they either did not have an opinion about *full-time non-military civilians employed by the Department of Defense* or could not say whether they had positive or negative images of them.

A small minority (3%) of adults held negative images of *full-time non-military civilians employed by the Department of Defense*. This minority *mentioned not doing a good job/unqualified personnel/wrong motivation* (42%) as the main reason why. One-third (33%) of adults with

---

<sup>1</sup> Bureau of the Census. (2002). *Current Population Survey*. Washington DC: Author. Available: <http://www.bls.census.gov/cps>

negative images classified their feelings of DoD civilians as *general negative*, which included general feelings of mistrust toward DoD.

Similar to Adult Polls 1 and 2, *attend a four-year college or university* (91%) or *attend a trade, technical, vocational or community college* (82%) remained the most likely (*very likely* or *likely*) option that would be advised to youth after graduating from high school. As in Adult Poll 2, two-thirds of adults (66%) still reported being likely to encourage youth to *get a full-time job*. There was, however, significant decrease in the percentage of adults who said they would recommend *joining a military service such as the Army, Navy, Marine Corps, Air Force or Coast Guard* after high school from 66 percent in Adult Poll 2 to 57 percent in Adult Poll 3. The timing of the polls may have influenced these results. Adult Poll 2 was conducted prior to the events of September 11<sup>th</sup> and Adult Poll 3 was conducted after the events of September 11<sup>th</sup>.

### **Advice About Options After High School**

Adults were asked to identify the number of family members they had between the ages of 15 and 21 and the number of non-family members they knew between the ages of 15 and 21. If adults reported that they associated with a youth between the ages of 15 and 21, they were asked if they gave any advice about options after high school. Overall, more American adults gave family members advice concerning options after high school than to non-family members. Sons and daughters received the most advice about post-high school options at 79 percent and 77 percent, respectively.

Half of adults gave military advice in the last year to friends (52%) and students (55%), and 60 percent gave military advice to other non-family members. Adults reported giving military advice mostly to sons (57%), but giving daughters (32%) the least among all family members.

Eleven percent of adults gave sons military advice in Adult Poll 2 compared to two percent in Adult Poll 3. Additionally, where one-quarter (21%) said they gave advice to non-family friends and one-fifth (20%) said they gave advice to non-family students in Adult Poll 2, data from the current poll showed that number having decreased to 14 percent and 15 percent, respectively.

Adults were also asked whether their advice about the military was positive or negative. At least half of those who gave advice about the military gave positive advice. Interestingly, daughters (72%) received more positive advice than sons (54%).

The data showed that half (54%) of adults with multiple children gave military advice to at least one child in the last year. Of those who gave advice to a child, Over half (60%) reported giving military advice to all of their children. Eight out of 10 adults (78%) said they gave each child the same advice. The remainder was split evenly between those who imparted *somewhat the same and somewhat different advice* (11%) and those who gave *different advice* (10%). Reasons for having given different advice to their children about the military ranged from the events of September 11<sup>th</sup>, gender, different interests and personalities, and high school graduation status. Concern for daughters entering into combat was also revealed. Four out of 10 (40%) adults who advised their children differently mentioned being too young, they should finish high school or go to college, or general lack of interest in joining the military.

Adults were asked whether the War on Terrorism affected their likelihood to recommend military service to youth after high school. Fifty-nine percent of adults said they would be *more likely* to recommend military service for youth after high school as a result of the events of September 11<sup>th</sup>. Roughly one-fifth (22%) of adults reported they would be *less likely* to encourage military service after September 11<sup>th</sup>. Seventeen percent said that *it would not impact their likelihood* to advise youth to join the military.

## **Military Service Benchmarks**

Adults were asked to rate 24 attributes on how important each was for youth to have in a job. The attributes that adults mentioned most as important were *is something they can be proud of* (96%), *develop self-discipline* (96%), *prepares you for a future career* (94%), *allows you to learn a valuable trade or skill* (93%), and *lets you work with those they respect* (92%).

Adult Americans targeted seven job attributes as more likely be found in the military than in a civilian job. The top mentioned attributes associated with the military were *have the opportunity to travel* (72%), *be physically challenged* (66%), *develop self-discipline* (65%), *get money for education* (63%), *experience adventure* (62%), *have job security* (55%) and *do something for the country* (53%). Most of the remaining job attributes were considered largely held by both the military and civilian jobs. Five attributes were considered mostly provided by jobs in the civilian sector rather than the military: *stay in an area near their family and friends* (67%), *have personal freedom* (53%), *have a good paying job* (29%), *be able to decide how their tasks will be carried out* (27%), and *receive approval from their parents* (10%).

Adults were asked to rate the job characteristics by importance. Job characteristics perceived as both important and associated with the military dealt with *have job security*, *get money for education*, *work as part of a team*, *develop leadership skills*, *develop self-discipline*, *learn a valuable trade or skill*, *get experiences that prepare them for a future career*, and *do something for the country*. The attributes *have personal freedom* and *have a good paying job that allows them to live comfortably* were both important and associated with a civilian job.

The career characteristics rated more important yet not associated with either civilian or military jobs were *be in an environment, free of racial discrimination and harassment*, *free of sexual discrimination and harassment*, *be mentally challenged*, *do something you can be proud of*, *earn the respect of people who are important in their life*, *work with people they respect*, *have a job that is interesting and not just routine*, and *receive approval from their parents*.

Three characteristics were associated with the military but were considered to be less important to have in a job – *have the opportunity to travel*, *experience adventure*, and *be physically challenged*. There was only one attribute that was *less important and associated with a civilian job* – *stay in an area near their family and friends*. The attributes that were identified as less important and not associated with either military or a civilian job were *work in a high-technology environment* and *be able to decide how their tasks will be carried out*.

## **Favorability Toward the Military**

The image of the military and its branches was good, with adults viewing each favorably. On a 10-point scale, where 1 meant *very unfavorable* and 10 meant *very favorable*, adults gave the military a mean rating of 8.6. This remained virtually unchanged since the last poll, conducted in September, when favorability of the military averaged 8.5.

Of the military branches, the Air Force had the highest mean rating (8.8). The Marine Corps (8.7) and Navy (8.6) were positioned in between, followed by the Coast Guard and the Army, each at 8.4. The Army, while seen as one of the least favored branches, experienced the greatest increase in mean favorability, up from 8.0 in Adult Poll 2 to 8.4 in Adult Poll 3.

The National Guard and Reserve components of the military, each at an 8.4 mean rating, fell slightly below the overall favorability of the military (8.6) and below all branches except the Coast Guard (8.4) and the Army (8.2).

## **Knowledge of the Military**

Most American adults felt they had a moderate level of knowledge about the military. When asked to rate their level of knowledge of the military, adults averaged a rating of 6.3 on a scale of 1 to 10, where 1 meant *not at all knowledgeable* and 10 meant *extremely knowledgeable*.

Adults were asked to rate statements on a scale from *not at all believable* to *extremely believable* to assess knowledge of the National Guard and Reserves. More than eight out of 10 adults believed that people serve in the National Guard or Reserves while working or while continuing their education

Adults were more likely to believe that people serve in the Reserves while working at a full-time job or going to school than those in the National Guard. Additionally, adults were more likely to believe that service in the Reserves or the National Guard while employed at a full-time job was possible as opposed to while going to trade school or college.

The statement rated most believable was: *people can serve in the Reserves while they are working a full-time job* (9.0), followed *people can serve in the Reserves while they are going to a trade school* (8.6), *people can serve in the Reserves while they are going to college* (8.6), and *people can serve in the National Guard while they are working a full-time job* (8.6). Compared to the benefits related to the National Guard and Reserves, adults were least likely to believe that *new military recruits can earn a minimum of \$800 per month for 36 months of service* (7.1).

### 3. BACKGROUND INFORMATION

The Department of Defense's (DoD) is conducting a series of adult polls focused on attitudes of those who influence youth about the military and their likelihood to recommend military service to youth. Adult Poll 3 looked at how influencers give advice about the military to family members and non-family members, adult images of occupations, and attributes of jobs that are considered important.

The series of adult polls was initiated as a direct result of the Secretary of Defense' comprehensive evaluation of the Department's recruitment advertising programs in 1999<sup>2</sup>. A team of advertising consultants reviewed components of the recruitment-advertising program—market research, creative approaches, media tactics, contract management and program oversight. The consultants recommended that the Department initiate “quick polling” or tracking capabilities that would:

- provide more frequent input to the decision process;
- produce fast turnaround of results;
- generate new and creative data to support advertising objectives—both message development and targeting potential; and
- respond to policy issues that senior leaders might have.

This poll represents the third wave of the new “quick polling” capability, developed in response to the advertising review.

---

<sup>2</sup> Bozel/Eskew, Murphy, Pintauk, Gautier, & Hudome. (2002). *A report on the Armed Services recruitment advertising*. Santa Monica, CA: RAND.



#### 4. RESEARCH METHODOLOGY

This section presents a broad overview of the study design. Technical details regarding the sample design and implementation are included in Appendix A.

A total of 1,249 American adults, ages 22 to 85, were interviewed through computer-assisted telephone interviews (CATI) during the period of January 18 to January 28, 2002. The interview averaged 23 minutes in length. Final data included in this poll were weighted by age, race/ethnicity, and education according to the December 2001 Current Population Survey.

Specific topics covered in this research poll were as follows:

- Measure of positive or negative images of specific occupations;
- Evaluation of likelihood to give advice about options after high school;
- Determination of who adults advise about options after high school and how often military advice is given;
- Understanding of why military advice is given or not given;
- Measure of the effect the events of September 11, 2001 had on giving advice about the military;
- Measure of important career attributes;
- Comparison of important career attributes of the military and civilian jobs;
- Measure of adults' favorability toward the military in general and toward the branches and Reserve components;
- Measure of knowledge of the military, in general, and the components, in specific; and
- Demographics such as military household status, race/ethnicity, income, education, and occupation.

Interviews were conducted during the evening and weekend hours for the time zone in which the respondent lived. Specifically, interviews were conducted from 5 pm through 10 pm respondent time Sunday through Friday, and 10 am through 6 pm on Saturdays. The fieldwork took place from centers located in Orem, Utah and Grand Rapids, Michigan.

Because of the speed at which polls are conducted and the rate at which surveys are completed, it is often necessary to set quotas, or the minimum number of completed surveys, for each area. This helps ensure a representative sample is obtained. Therefore, soft quotas or *a target for the minimum number of surveys to be completed* were established by gender, race/ethnicity, and geographic region.



## 5. DETAILED FINDINGS

### **Demographic Profile of Respondents**

The target audience in the poll included adults ages 22 to 85. Soft quotas (a target for the minimum number of surveys to be completed) were placed on geography, gender, and race/ethnicity. Response data were weighted by age, education and race/ethnicity according to the December 2001 Current Population Survey. More detailed information is provided in Appendix A, Sample Design and Implementation.

### **Gender**

The gender ratio collected was skewed towards slightly more women, with 55 percent and women 45 percent men.

### **Children Status**

Three-quarters (76%) of American adults had an average of 2.6 children living in the household. Adults were more likely to have more children living in the household if they were ages 55 and older compared to those ages 28 to 35 and 36 to 54. Adults earning less than \$40,000 in income compared to those earning more, and those with less than a college degree compared to those with more education were more likely to have more children living in the household.

Two-thirds (66%) of adults with children living in the household had children ages 27 and younger. The distribution of ages among children ages 27 and younger was fairly even. Table 1 shows that 36 percent of the respondents had children between the ages of 16 and 20.

**Table 1**

<b>Distribution of Children's Ages</b>	
<b>Age</b>	<b>Weighted %</b>
Up to 5 years	30%
6-10 years	32%
11-14 years	27%
15-21 years	36%
22-27 years	32%

### **Armed Forces Status**

The data indicate a very small minority (2%) of adults ages 22 to 85 were currently serving the military; however, nearly one-fifth (18%) reported having previously served as a member of the armed forces. A majority of those who had ever served in the military were active-duty members (82%); the remainder was divided between Reserves (19%) and National Guard (17%).

## **Youth-related Employment**

One-fifth (19%) of American adults held positions of youth leadership and five percent were in a field of youth education in a community college or high school [Table 2].

**Table 2**

<b>Youth-Related Employment</b>	
<b>Youth Leader</b>	<b>Weighted %</b>
Youth leader (net)	19%
Youth sports coach	6%
Employer of people under 21	3%
Scout leader/service leader	3%
Member of the clergy	3%
Other	6%
<b>Teacher/Counselor/Administrator</b>	<b>Weighted %</b>
Youth education (net)	5%
Community college	3%
High school	2%

## **Impressions of the Military**

To explore adults' impressions of the military, adults were asked:

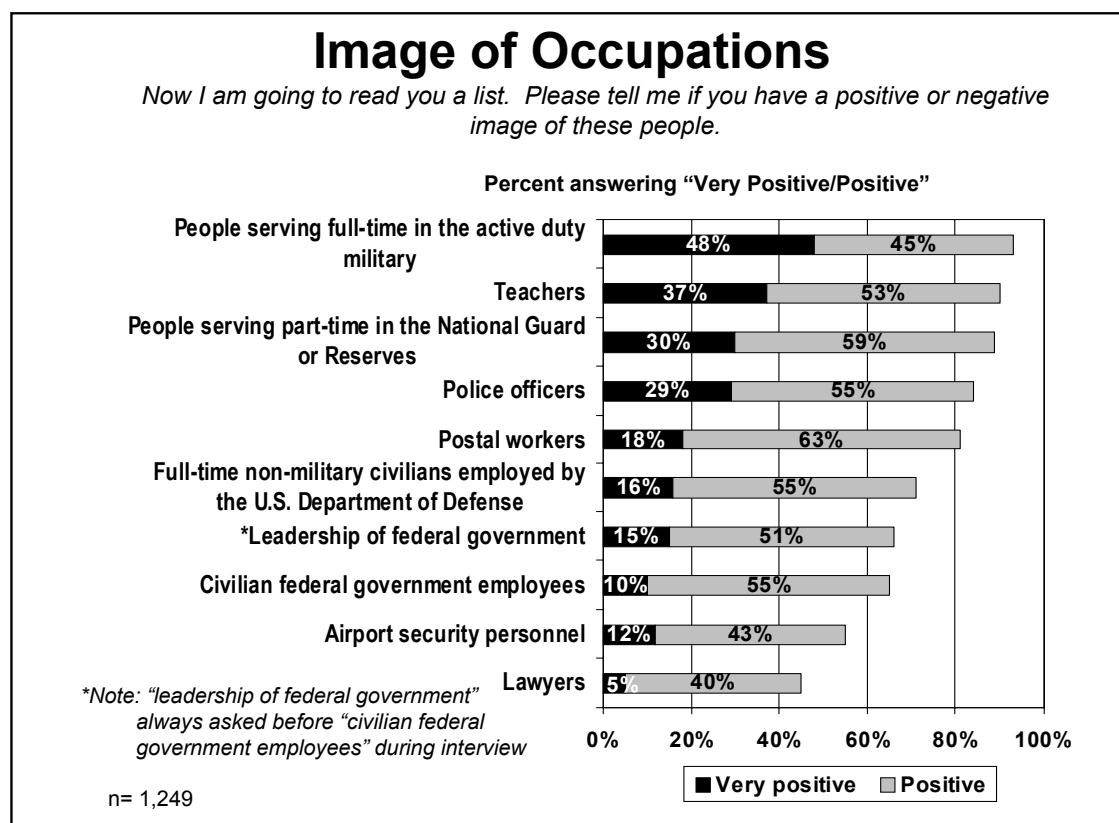
1. *Please tell me if you have a positive or negative image of these people:*
  - a. *People serving full-time in the active-duty military*
  - b. *Teachers*
  - c. *People serving part-time in the National Guard or Reserves*
  - d. *Police officers*
  - e. *Postal workers*
  - f. *Full-time non-military civilians employed by the U.S. Department of Defense*
  - g. *Leadership of federal government*
  - h. *Airport security personnel*
  - i. *Civilian federal government employees*
  - j. *Lawyers*
2. *You said that you had a [very positive, positive, neutral, negative, very negative] image of the full-time non-military civilians employed by the U.S. Department of Defense. Why do you have that image?*

## Image of Occupations

Adults were first asked about their impressions of a variety of occupations. *People serving in the military* and *teachers* ranked first for combined very positive and positive scores. Nine out of 10 adult Americans had *very positive/positive* images of *people serving full-time in the active-duty military* (93%), *teachers* (90%) and *people serving part-time in the National Guard or Reserves* (89%). *Police officers* (84%) and *postal workers* (81%) followed closely behind. The remaining occupations were ranked as follows: *full-time non-military civilians employed by the Department of Defense* (DoD) (71%), *leadership of federal government* (66%), *civilian federal government employees* (65%), *airport security personnel* (55%), and *lawyers* (45%).

Of the top four occupations that adults viewed most positively, almost half (48%) held very positive impressions of *full-time active-duty military personnel*; about one-third (37%) had very positive opinions of *teachers*; and three out of 10 adults reported having very positive impressions of *those serving part-time in the National Guard or Reserves* (30%), and *police officers* (29%) [Figure 1].

**Figure 1**



Data revealed that subgroups differed in their perceptions of these occupations. In general, women were more likely than their male counterparts to view *lawyers* and *police officers* in a positive light. Adults ages 36 and older were more likely than adults ages 35 and younger to have a positive image of *people serving full-time in the active-duty military* and *police officers*.

Adults who had earned a college degree or more were less likely than those with a lower level of education to associate *postal workers, full-time non-military civilians employed by the DoD, civilian federal government employees, people serving full-time in the active-duty military, leadership of federal government, airport security personnel and lawyers* with positive images. Adults earning less than \$40,000 were more likely than those earning in excess of \$40,000 to have positive images of *postal workers, civilian federal government employees, airport security personnel, lawyers, and full-time non-military civilians employed by the DoD*.

## **Perceptions of Full-Time Non-Military Civilians Employed by the Department of Defense**

To more fully understand perceptions of *full-time non-military civilians employed by the Department of Defense*, adults were asked for the reasons why their image was positive, neutral or negative. Figure 2 provides responses to this open-end question.

**Figure 2**

<b>Image of Occupations: DoD Civilians</b>			
<i>You said that you had a [Insert response] image of the full-time non-military civilians employed by the U.S. Department of Defense. Why do you have this image?</i>			
	Very Positive/ Positive Image (n=890)	Neutral Image (n=300)	Very Negative/ Negative Image (n=37)
Personal/work experience/association with DoD personnel	25%	6%	14%
Doing a good job	16%		
Important job/necessary	10%		
Serving the country	9%		
Defending/protecting the country	9%		
Good character/honest people	5%		
Hardworking/dedicated/committed	4%		
Unfamiliar with position/people in position		45%	7%
General neutral	7%	17%	9%
Just doing their job	6%	5%	
Not doing a good job/unqualified personnel/ wrong motivation		9%	42%
General negative		6%	33%
Should be in the military			7%

The three-quarters of adults who reported having positive impressions of people of this profession gave the reason *personal/work experience/associations with DoD personnel* (25%). Sixteen percent acknowledged that *full-time non-military civilians employed by the DoD* were *doing a good job* and 10 percent viewed the job itself as *important/necessary*. Adults who positively supported this sector of the public also described them as *serving the country* (9%), *defending/protecting the country* (9%), *good character/honest people* (5%), and *hardworking/dedicated/committed* (4%).

More specifically, of those who had positive images of full-time non-military DoD civilians, men were more likely than women to give the following reasons why: *important job/necessary* and

*good character/honest people.* Adults ages 36 and older had a greater likelihood than those younger in age to attribute their positive view of these people to *doing a good job* and *personal/work experience/association with DoD personnel.* In relation to adults who were not in positions of youth leadership, youth leaders were also more likely to say that DoD civilians were *serving the country* and *good character/honest people.*

Less than one-quarter of adults (24%) reported having a neutral image of DoD civilians, mostly due to *unfamiliarity with position/people in position* (45%). Nearly one-fifth (17%) were *general neutral*, which overall meant that they either did not have an opinion one way or another or could not say whether they had positive or negative images of DoD civilians, and, therefore, could not expound further. Six percent also attributed their neutral image to *personal/work experience/association with Department of Defense personnel.* While nine percent of neutral adults described this group as *not doing a good job/unqualified personnel/wrong motivation*, the reason was not strong enough for them to have a negative view of the entire occupation.

Of the subgroup of adults who held neutral images of DoD civilians, women compared to men were more likely to have neutral impressions because they. Men, on the other hand, were more likely than women to say that they were either *doing their job* or *not doing a good job/unqualified personnel/wrong motivation.* Relative to adults younger than 36, those ages 36 and older were more apt to hold neutral images because they felt that these people were *not doing a good job/unqualified personnel/wrong motivation.*

A small minority (3%) of adults held negative images of DoD civilians. Of these, 42% mentioned *not doing a good job/unqualified personnel/wrong motivation* as the main reason why. One-third (33%) of adults were classified as *general negative*, which mostly dealt with general feelings of mistrust toward the DoD.

### **Advice About Options After High School**

To better understand the role adult Americans play in giving advice to youth – who is giving advice, to whom and how often the advice is given – the following questions were asked:

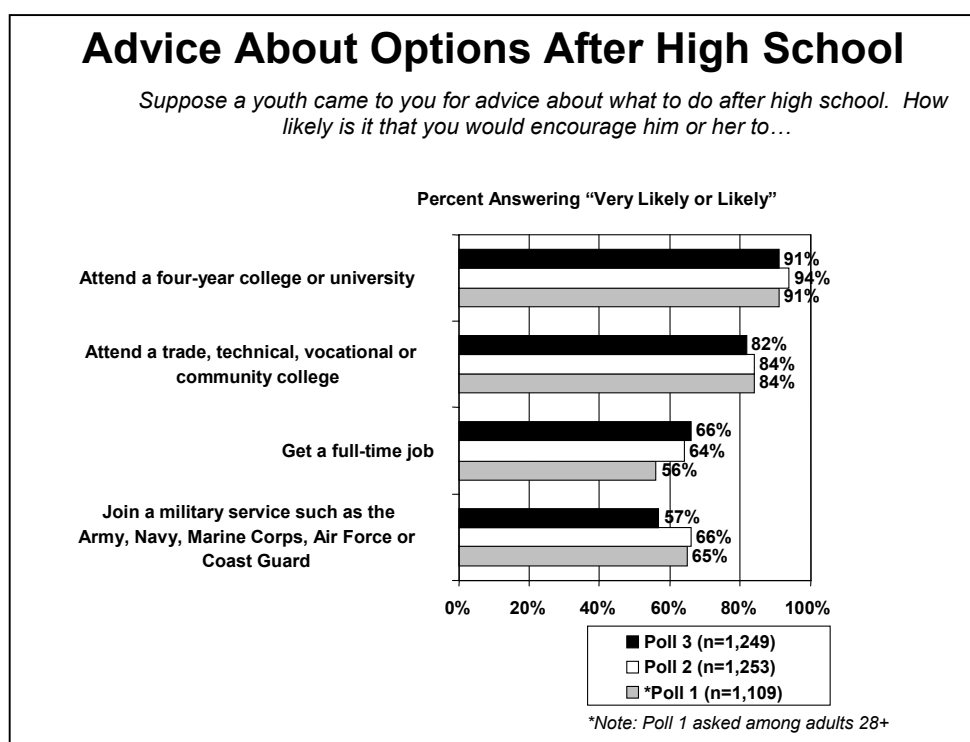
1. *Suppose a youth came to you for advice about what to do after high school. How likely [very likely, likely, neither likely nor unlikely, unlikely, very unlikely] is it that you would encourage him or her to attend a 4-year college or university, attend a trade, technical, vocational or community college, join a military service, or get a full-time job?*
2. *Do you have a... (son, daughter, niece or nephew, cousin, grandchild, brother or sister, some other family member) who is between the ages of 15 and 21? How many?*
3. *Are you acquainted with a... (friend who is not a family member, student who is not a family member, someone else who is not a family member) who is between the ages of 15 and 21? How many?*
4. *Did you give advice in the last year to...about options after high school?*
5. *Was any of that advice about the military?*
6. *Was the advice about the military positive, negative, or both positive and negative?*

7. *You mentioned that you have... (multiple) children between the ages of 15 and 21.*
  - a. *Did you give advice about the military to any of them?*
  - b. *Did you give advice about the military to all of them?*
  - c. *Why not?*
  - d. *To what extent was the advice you gave your children the same?*
  - e. *What was different about the advice you gave?*
  - f. *Why did you give different advice?*
8. *Does the current situation related to the “War on Terrorism” make you more likely or does it make you less likely to recommend military service as an option for youth?*

### **Advice About Four Post-High School Options**

Similar to Adult Polls 1 and 2, acquiring further education by attending a 4-year college (91%) or a community college (82%) remained the most likely (*very likely* or *likely*) advice given to youth on options after graduating from high school. As in Adult Poll 2, two-thirds of adults (66%) reported being likely to encourage youth to get a full-time job. There was, however, a significant decrease in the percentage of adults who said they would recommend joining a military service after high school from 66 percent in Adult Poll 2 to 57 percent in Adult Poll 3.

**Figure 3**



Adults ages 55 years and older compared to those younger reported a greater likelihood to recommend service in the military to youth after graduating from high school. Men were more likely than women to encourage going to a 4-year college and joining the military. Data also revealed that adults with lesser incomes and those with less than a college degree compared to those with greater incomes and those with a college degree or more had a greater propensity to recommend attending a trade school, getting a full-time job and joining the military.

Nine out of 10 (90%) adults who were more likely to recommend military service as an option for youth after graduating from high school were also more likely to encourage attending a trade school. Three-quarters (75%) of adults who were more likely to recommend military service as an option for youth after graduating from high school were more likely to encourage getting a full-time job after high school, compared to those less likely to recommend military service. Additionally, youth leaders were less likely to recommend getting a full-time job after high school compared to adults who were not in positions of youth leadership.

### **Actual Advice Given About Options After High School**

Adults were asked to identify the number of family members they had between the ages of 15 and 21 and, similarly, the number of non-family members they knew between the ages of 15 and 21 [Table 3].

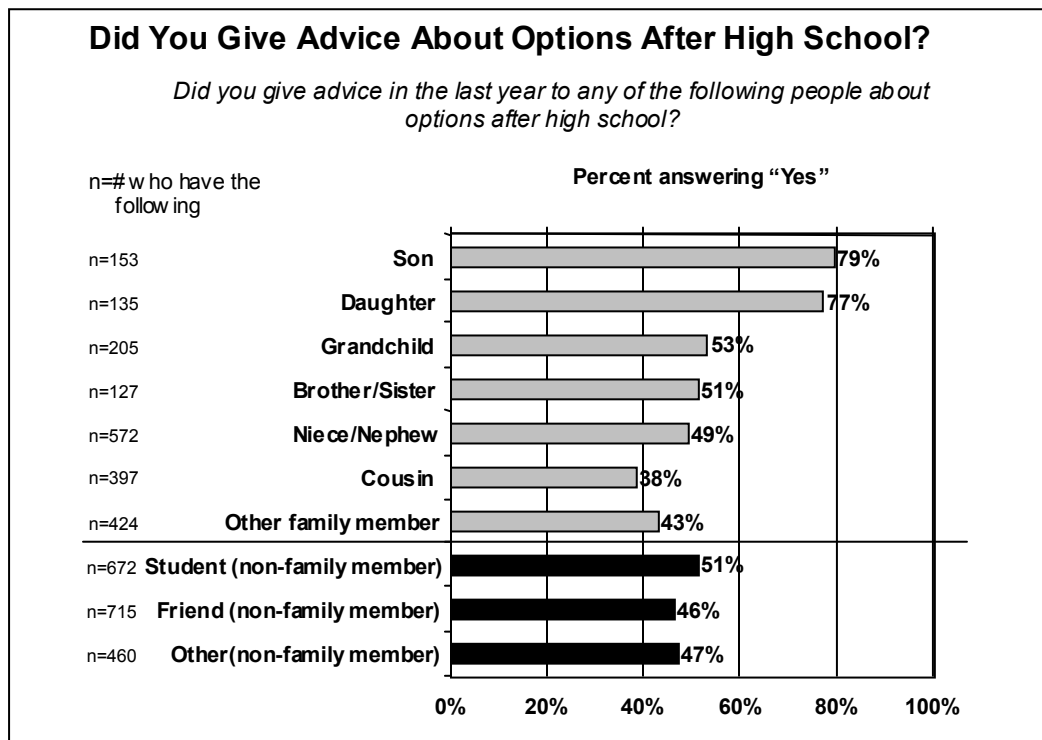
**Table 3**

<b>Percentage of Adults Who Have or Know Youth Between the Ages of 15 and 21</b>		
<b>Family</b>	<b>% Adults</b>	<b>Mean #</b>
Son	68%	1.2
Daughter	61%	1.1
Niece or nephew	46%	4.5
Cousin	32%	6.3
Grandchild	16%	3.5
Brother or sister	10%	1.8
<b>Some other family member</b>	<b>34%</b>	<b>7.1</b>
<b>Non-Family</b>	<b>% Adults</b>	<b>Mean #</b>
A friend who is not a family member	57%	11.5
A student who is not a family member	54%	14.9
Someone else who is not a family member	37%	13.9

If they were acquainted with a youth between the ages of 15 and 21, adults were asked if and to whom they gave any advice about options after high school. Overall, more adults gave family members advice concerning options after high school compared to non-family members. Sons and daughters received the most advice about post-high school options, 79 percent and 77 percent, respectively [Figure 4].

Adults ages 36 and older compared to those younger than 36 were more likely to have given advice about options after high school to family members. Adults ages 36 and older compared to those younger in age were more likely to have given advice about options after high school to non-family members. Additionally, adults earning \$40,000 or more compared to those earning less than \$40,000 had a greater likelihood of giving non-family members advice about options after high school. Adults with a college degree or more relative to those with less education had a greater likelihood of giving non-family members advice about their options after graduating from high school.

**Figure 4**

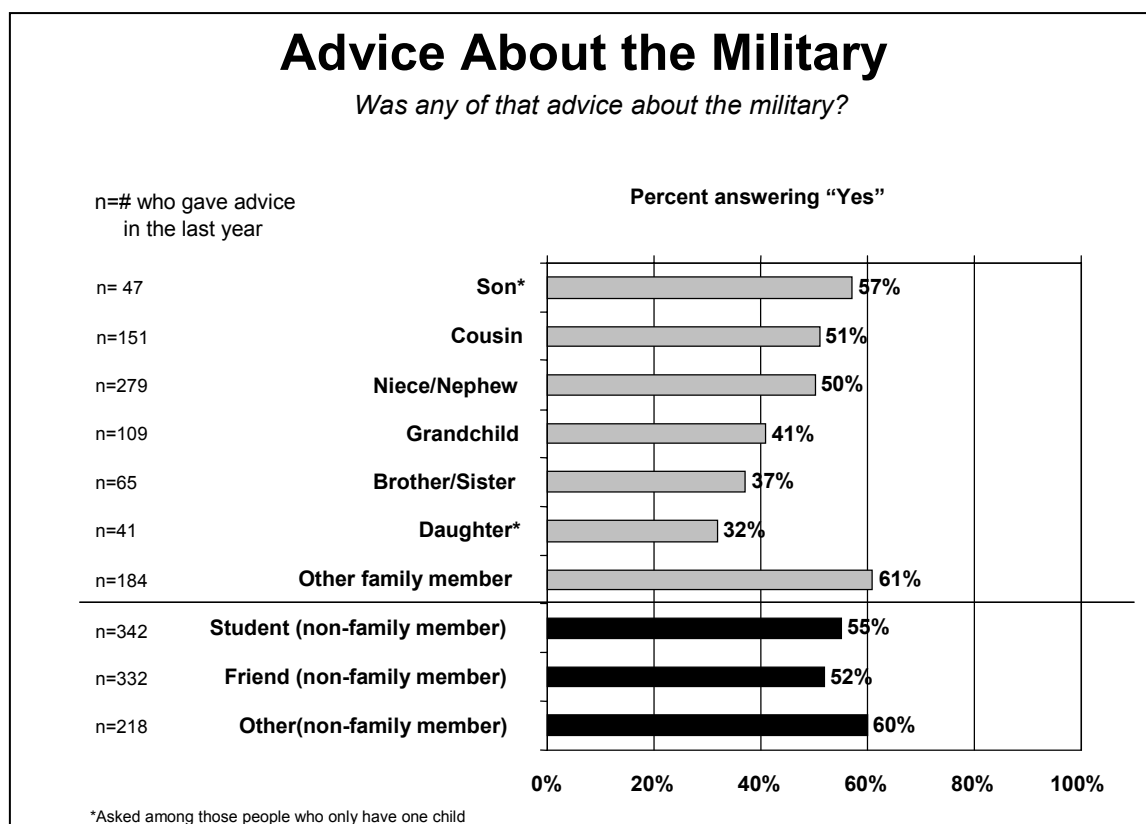


### **Military Advice Given Among Those With Only One Child**

The next section of questions on advice about the military specifically focused on adults who had only one child. Adults who reported having multiple children were asked a different set of questions.

While a greater percentage of family members were given general advice about their options after high school, more non-family members were given advice specifically about the military [Figure 5]. Half of adults gave military advice to friends (52%) and students (55%), and 60 percent gave military advice to other non-family members. However, because this question allowed for multiple responses, the total amount of advice given to family members was in fact greater than the total amount of advice given to non-family members. In the net, 39 percent of adults indicated giving advice to family members and 34 percent of adults gave advice to non-family members. Compared to the previous question where sons and daughters received the most general advice about options after high school, adults reported giving military advice mostly to sons (57%), but giving daughters (32%) the least among all family members.

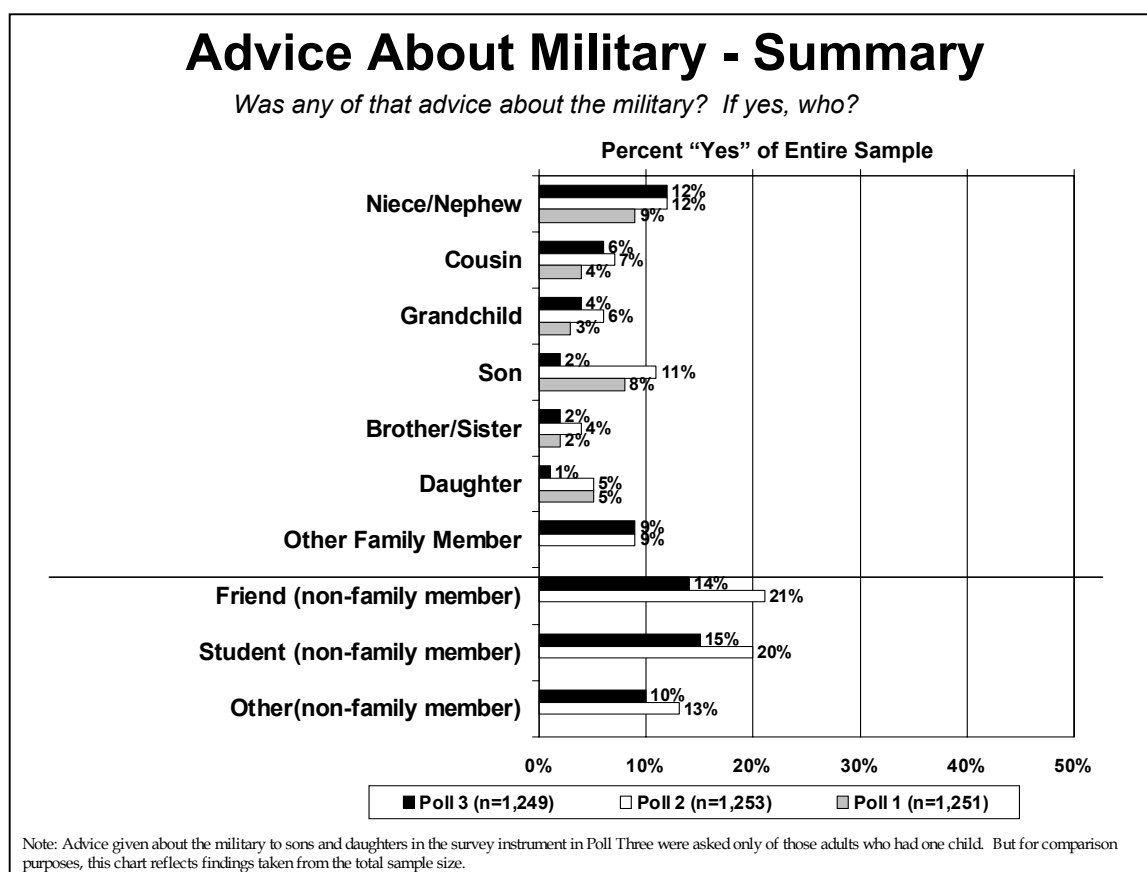
**Figure 5**



Among adults who had given advice to youth about their options after high school, more men than women indicated giving advice about the military to non-family members. Those younger than 55 had a greater likelihood compared to those 55 and older to have given military advice to youth outside of the family. American adults earning less than \$40,000 relative to those earning \$40,000 or more and adults with less than a college education compared to those with at least a college degree were more prone to have given family members advice regarding the military. In contrast, those earning \$40,000 or more were more likely than those with lesser incomes to advise non-family members about the military. Not surprisingly, youth leaders and teachers were also more likely to have advised non-family members about the military as an option after high school compared to adults not in positions of youth leadership or youth education.

Figure 6 compares advice given about the military among total samples across all three Adult Polls. Not all comparisons could be made against Adult Poll 1 due to wording differences. Data revealed the trend of increased military advice given to family members from Adult Poll 1 to Adult Poll 2, but a decreasing trend among both family members and non-family in the Adult Poll 3 compared to the Adult Poll 2. A significant increase in the percentage of advice given to sons was observed. Eleven percent of adults gave sons military advice in Adult Poll 2 compared to two percent in Adult Poll 3. Additionally, where one-quarter (21%) gave advice to non-family friends and one-fifth (20%) gave advice to non-family students in Adult Poll 2, data from the current poll showed that number having decreased to 14 percent and 15 percent, respectively.

**Figure 6**



Adults were also asked whether their advice about the military was positive or negative. At least half of those who gave advice about the military gave positive advice. Interestingly, daughters (72%) received more positive advice than sons (54%) [Table 4].

**Table 4**

To Whom Positive or Negative Military Advice Was Given				
	n= gave military advice	% Positive	% Negative	% Both
Grandchild	n=44	73	11	16
Daughter	n=13	72	-	28
Niece or nephew	n=139	68	1	31
Cousin	n=76	66	2	32
Son	n=28	54	2	43
Brother or sister	n=24	48	-	52
Some other family member	n=112	63	5	32
A student who is not a family member	n=189	70	3	28
A friend who is not a family member	n=173	68	1	30
Someone else who is not a family member	n=131	67	1	32

Of adults who gave youth advice about the military, the following subgroups were more likely to have given family members positive advice pertaining to the military:

- Adults ages 55 and older compared to those ages 22 to 35
- Those with less than a college degree compared to those with at least a college degree

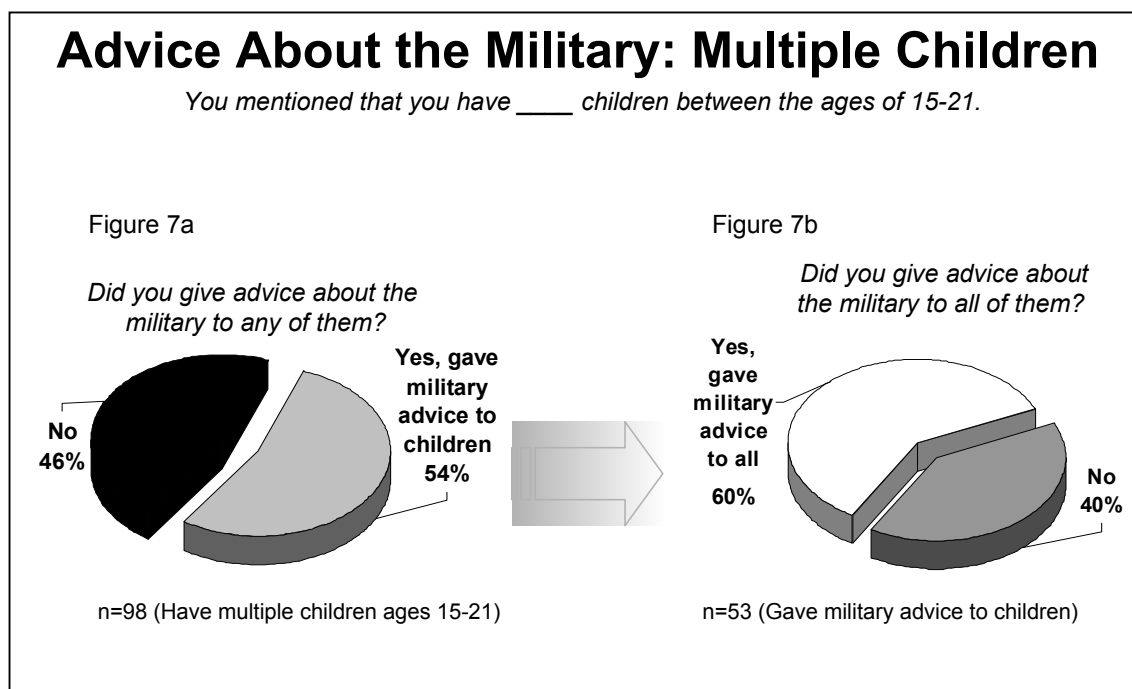
The following subgroups were more likely to have given non-family members positive military advice:

- Adults ages 55 and older compared to those ages 22 to 35
- Adults who earned over \$80,000 in relation to those who earned less than \$40,000
- Youth leaders and teachers versus other adults not in these areas of interest

### **Military Advice Given Among Those With Multiple Children**

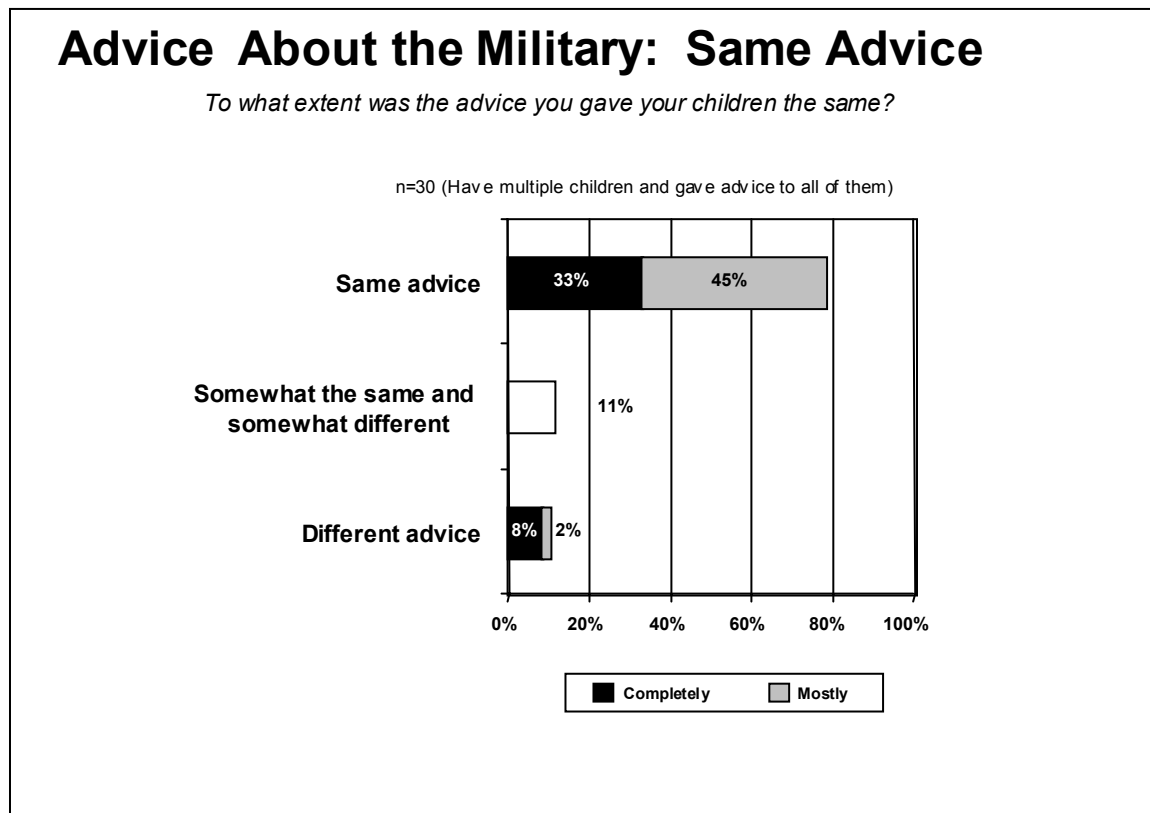
This poll attempted to uncover differences in advice given to youth ages 15 to 21 living in the same household. Focusing specifically on adults who had multiple children ages 15 to 21, data showed that half (54%) gave military advice to at least one child [Figure 7a]. Among this group, over half (60%) reported giving military advice to all of their children [Figure 7b].

**Figure 7**



Eight out of 10 adults (78%) said they gave each child the same advice – one-third (33%) gave *completely the same advice* and 45 percent gave *mostly the same advice*. The remainder was split evenly between those who imparted *somewhat the same and somewhat different advice* (11%) and those who advised each child differently (10%) – eight percent (8%) gave *completely different advice* and two percent (2%) gave *mostly different advice* [Figure 8].

**Figure 8**



Of all those who advised each of their children differently about the military (all except those who gave *completely the same advice*), when asked what the difference was in the advice that they gave, most mentioned differences related to gender, physical ability, disciplinary action, and varied career/field interests. The following verbatim responses demonstrate the differences in advice about the military given by adults to youth.

- *One was going to think about ROTC. The other one was thinking about going into the Service and then getting his degree after that.*
- *I encouraged the ones that have graduated from high school to go into military service for educational purposes. I have not yet given that talk to the one still in high school.*
- *Male versus female. One is a mechanic and other is looking into marine biology research. One would be better suited for Army Service and the other, Navy.*
- *One is a daughter. I did not recommend it for her. For the boys, it was an option.*
- *One child is a lot more disciplined, and I encouraged him to join the military. The other one is not so disciplined. Thus, I encouraged the one much more than the other.*

- *The oldest one is not athletic. The youngest one is athletic and is looking to go to Annapolis and enter the Navy to get her education. The second is stronger. We thought Annapolis would be good to try for and pay for school.*
- *My daughter would have to work harder and prove herself strength-wise. She would expect a lot of flack from the male gender, especially if she were in the male trade such as electronics. Other than that, I would give the same advice.*
- *I advised my daughter less positively about the military.*
- *One wanted to go into the Marines. The others didn't really know if they wanted to make that a career or go to school after that.*
- *We have a daughter and a son. The advice I gave that was different was the type of field they might go into.*

Probing even further, adults were asked why they gave different advice. The reason why different advice was given to their children about the military ranged from the events of September 11<sup>th</sup>, gender differences, different interests and personalities, and status of having graduated from high school. Concern for daughters entering into combat was also revealed. A sampling of their rationale follows (verbatim responses):

- *In my eyes, due to the gender difference, females have to prove themselves more than the male gender. This is proven from experiences in the past."*
- *One was before September 11<sup>th</sup> and the other was after.*
- *They are different boys. They have different capabilities. They each have their own unique talents, so their capabilities would be different.*
- *It depends on their status as having graduated from high school. I have not encouraged the ones that are still in high school to opt into the military.*
- *I did not want my daughter to be in a field where she would be in any type of combat action.*
- *Males and females can't always have the same jobs in the military. For instance, you won't find a female in ground combat. It wouldn't be sound advice to tell a female she'd be good in an infantry unit.*
- *I don't want my daughter to go into the military.*
- *Their goals were different. Their mindsets were different. Their personalities were different. That is why I gave different information. They asked different depths of questions. They, even though they are my children, are different.*

Four out of ten (40%) adults who opted not to give advice about the military to all of their children mentioned their children being too young, that they should finish high school or go to college, or a general lack of interest in joining the military. The following verbatim responses illustrate reasons for their decision of not giving military advice to each of their children:

- *They should first go to school. The military is an option if they are not going to school.*
- *I'd rather have them pursue a college career.*
- *My daughter is four feet, eight inches. My daughter is really short. She doesn't need to be in the military.*
- *She's only 15 and she's not considering the military. We haven't discussed it yet. Her oldest brother is in the National Guard and he wished he hadn't gotten in until after he had gone to*

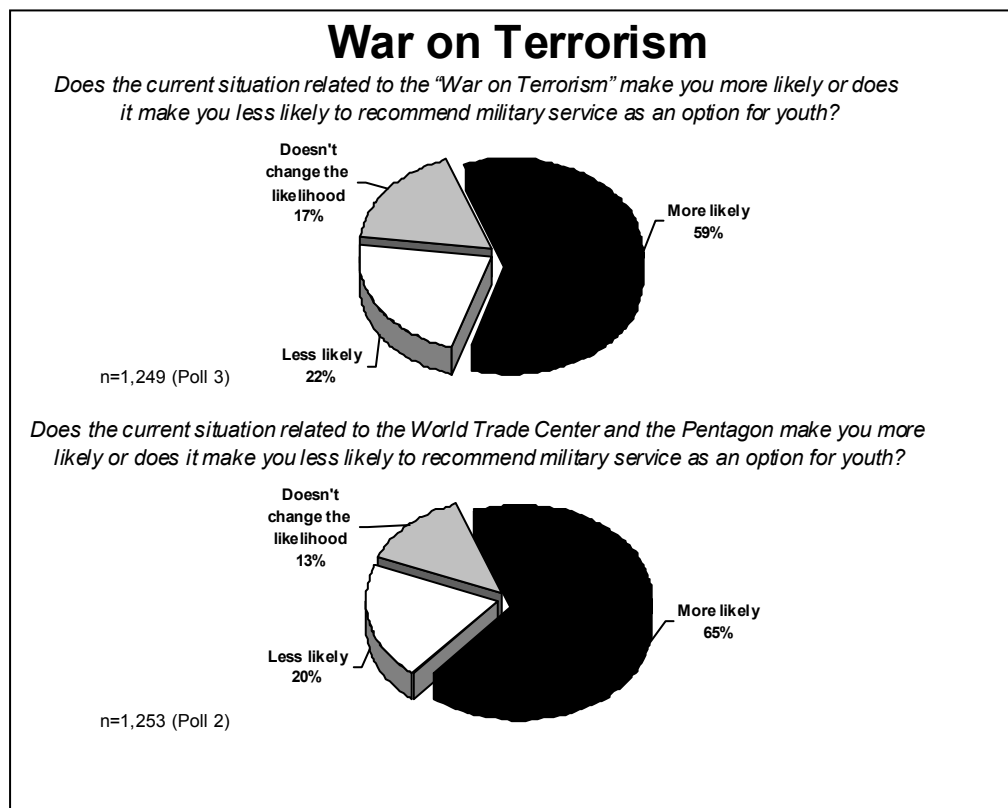
college. He recently started his first year of college last fall, but wasn't able to go this semester because he was scheduled to go to his basic training for the National Guard.

- My daughter is a single mother with two children. She just lost her fiancé to a fire.
- They are 15 and 16.
- It wasn't something my daughter showed any interest in.

## **War on Terrorism**

Adults were also asked to focus on the War on Terrorism and the impact it had on their likelihood to recommend military service to youth after high school. Compared to Adult Poll 2 where two-thirds (66%) of adults felt they were more likely to recommend the military as an option for youth as a result of the events of September 11<sup>th</sup>, faced now with the War on Terrorism, 59 percent said they would be *more likely* to recommend military service for youth after high school. Roughly one-fifth (22%) admitted they would be *less likely* to encourage military service and 17 percent said that *it would not impact their likelihood* to advise youth to join the military [Figure 9].

**Figure 9**



Men were more likely than women were *more likely* to recommend the military as a result of the War on Terrorism. The same was true of adults ages 55 and older compared to those ages 22 to 35. Those who were *more likely* to recommend the military as a result of the War on Terrorism were also likely to be adults with a lesser education compared to those with a higher education and adults without recruit-aged kids compared to those with recruit-aged kids.

## **Military Service Benchmarks**

Two questions were asked to determine which career characteristics adults considered to be important for youth to have were available in the military compared to civilian jobs.

1. *Suppose a youth you know asked you for advice about careers. Thinking about the advice you would give, how important is it for the youth to...? Would you say it is extremely important, very important, somewhat important or not important?*

- |   |  |
|---|--|
| a. <i>Get money for education</i>   | m. <i>Be mentally challenged</i>   |
| b. <i>Develop self-discipline</i>   | n. <i>Experience adventure</i>   |
| c. <i>Have the opportunity to travel</i>  | o. <i>Do something for the country</i>                                     |
| d. <i>Work as part of a team</i>  | p. <i>Have job security</i>  |
| e. <i>Get experiences that prepare them for a future career</i>                     | q. <i>Have a good paying job that allows them to live comfortably</i>      |
| f. <i>Be physically challenged</i>  | r. <i>Have a job where they decide how their tasks will be carried out</i> |
| g. <i>Be in an environment that is free of racial discrimination and harassment</i> | s. <i>Have a job that is interesting and not just routine</i>              |
| h. <i>Be in an environment that is free of sexual discrimination and harassment</i> | t. <i>Develop leadership skills</i>  |
| i. <i>Work in a high-technology environment</i>                                     | u. <i>Receive approval from their parents</i>                              |
| j. <i>Do something that they can be proud of</i>                                    | v. <i>Have personal freedom</i>  |
| k. <i>Stay in an area near their family and friends</i>                             | w. <i>Work with people they respect</i>                                    |
| l. <i>Learn a valuable trade or skill</i>   | x. <i>Earn the respect of people who are important in their life</i>       |

2. *Would they be more likely to...in the military, a civilian job, or equally in both?*

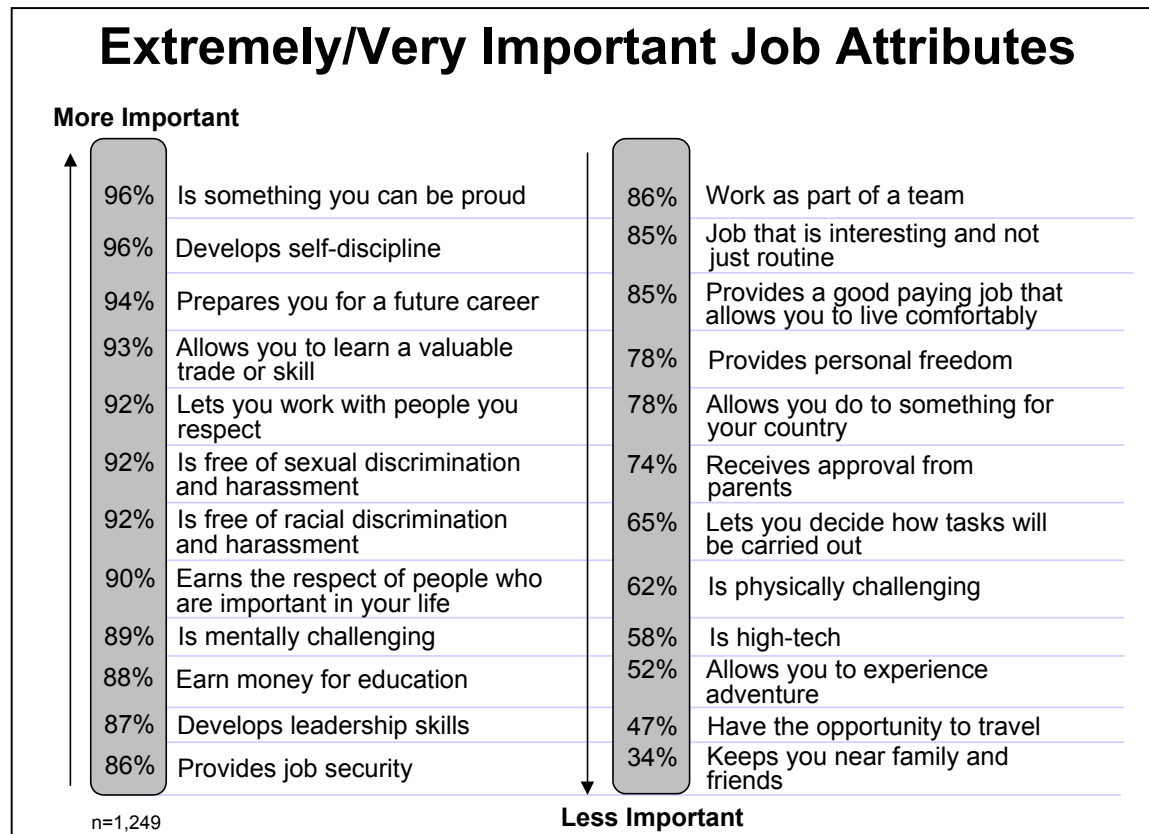
## **Important Job Attributes**

A list of 24 job attributes was presented to adults from which they were asked to rate how important each attribute was for youth to have in a job.

The top mentioned job attributes that adults believed were important for youth to have focused on areas of *do something they can be proud of* (96%), *develop self-discipline* (96%), *get experiences to prepare them for a future career* (94%), *learn a valuable trade or skill* (93%), *work with those*

they respect (92%), be in an environment that is free from sexual (92%) and racial discrimination and harassment (92%), and earn the respect of people who are important in their life (90%) [Figure 10].

**Figure 10**



Women had a greater tendency than men to report as important *be in an environment that is free of sexual discrimination and harassment, be in an environment that is free of racial discrimination and harassment, get money for education, have job security and stay in an area near their family and friends*. Adults ages 55 and older were more likely to than those ages 22 to 35 to find importance in youth being able to *work with people they respect, have personal freedom, have a job where they decide how their tasks will be carried out, be physically challenged, have a job that is interesting and not just routine, and have the opportunity to travel*. Middle-aged adults (36 to 54 years old) were more likely than those younger to place importance on *work as part of team*. Relative to adults younger than 36, more adults ages 36 and older said it was important for youth to find a job that allows them to *do something for the country and receive approval from their parents*.

Adults with incomes of less than \$40,000 and with less than a college degree in comparison to adults earning greater than \$40,000 who have a college education or more were generally more likely to view nearly all job characteristics as important. The exception to this was the case of adults earning \$40,000 or more who had a greater likelihood than those earning less than \$40,000 who were more likely to emphasize the importance of having a job where youth would be mentally challenged.

Adults who were more likely to recommend the military found the following job attributes more significant than those who were less inclined to recommend the military to youth:

- *get experiences that prepare them for a future career, learn a valuable trade or skill;*
- *work with people they respect, earn the respect of people who are important in their life;*
- *get money for education;*
- *work as part of a team;*
- *have job security;*
- *do something for the country;*
- *be physically challenged;*
- *work in a high-technology environment;*
- *experience adventure;*
- *develop leadership skills;*
- *have a job where they decide how their tasks will be carried out; and*
- *have the opportunity to travel.*

Among adults who gave military advice to youth, those who gave advice to family members about the military were more likely than those who did not to place importance on: *receive approval from their parents, learn a valuable trade or skill, get money for education, have a job that is interesting and not just routine, be physically challenged, work in a high-technology environment, work as part of a team, do something for the country, experience adventure, and have the opportunity to travel.* Adults who gave military advice to non-family members compared to those who did not emphasized significance on *work as part of a team, do something for the country, experience adventure, and have the opportunity to travel.*

More adults with recruit-aged kids placed importance in jobs that allow youth to *be mentally challenged* compared to other adults. Adults who were youth leaders relative to those who were not youth leaders were more likely to emphasize the importance of *developing leadership skills*. Non-youth leaders and adults not in the teaching profession were more likely than those in positions of youth leadership and education to place importance on *have a job where they decide how their tasks will be carried out*. Additionally, those adults who were in the field of education had a greater likelihood of mentioning the importance of *stay in an area near family and friends* compared to non-teachers.

Figure 11 shows that adults and youth<sup>3</sup> placed different levels of importance of specific job characteristics – both in the ranking of importance and in intensity of importance. For example, three-quarters of the adults identified *have personal freedom* as important (ranked 16<sup>th</sup> out of 24 attributes), but 96 percent of youth found it to be an important characteristic they would look for in a job, making it the number one ranked attribute among the younger audience. Other substantive differences (a difference of 10 percentage points or more) were observed between adults and youth: *develop self-discipline, learn a valuable trade or skill, work as part of a team, have personal freedom, receive approval from their parents, be physically challenged, be mentally challenged, earn money for education, develop leadership skills, work in a high-technology environment, do something for your country and stay in an area near their family and friends.*

---

<sup>3</sup> Sattar, Khalida A., et al. (2002). *Youth poll 3*. (Report No. 2002-029). Arlington, VA: Defense Manpower Data Center.

These are shown in bold in Figure 11. For most substantive differences, adults were more likely than youth to signify these attributes to be important.

**Figure 11**

<b>Adult/Youth Comparison</b>					
<b>Extremely/Very Important Job Attributes</b>					
Adult	Youth		Adult	Youth	
96%	94%	Is something you can be proud	86%	62%	<b>Work as part of a team</b>
<b>96%</b>	<b>79%</b>	<b>Develops self-discipline</b>	85%	86%	Job that is interesting and not just routine
94%	89%	Prepares you for a future career	85%	90%	Provides a good paying job that allows you to live comfortably
<b>93%</b>	<b>76%</b>	<b>Allows you to learn a valuable trade or skill</b>	<b>78%</b>	<b>96%</b>	<b>Provides personal freedom</b>
92%	89%	Lets you work with people you respect	<b>78%</b>	<b>68%</b>	<b>Allows you to do something for your country</b>
92%	88%	Is free of sexual discrimination and harassment	<b>74%</b>	<b>63%</b>	<b>Receives approval from parents</b>
92%	85%	Is free of racial discrimination and harassment	65%	71%	Lets you decide how tasks will be carried out
90%	89%	Earns the respect of people who are important in your life	<b>62%</b>	<b>50%</b>	<b>Is physically challenging</b>
<b>89%</b>	<b>76%</b>	<b>Is mentally challenging</b>	<b>58%</b>	<b>42%</b>	<b>Is high-tech</b>
<b>88%</b>	<b>76%</b>	<b>Earn money for education</b>	52%	52%	Allows you to experience adventure
<b>87%</b>	<b>77%</b>	<b>Develops leadership skills</b>	47%	47%	Have the opportunity to travel
86%	87%	Provides job security	<b>34%</b>	<b>55%</b>	<b>Keeps you near family and friends</b>

Source: Youth Poll 3 (Oct 12 -Sept 19, 2001); Adult Poll 3 (Jan 17-29, 2002)

### **Job Attributes Owned by the Military Compared to Civilian Jobs**

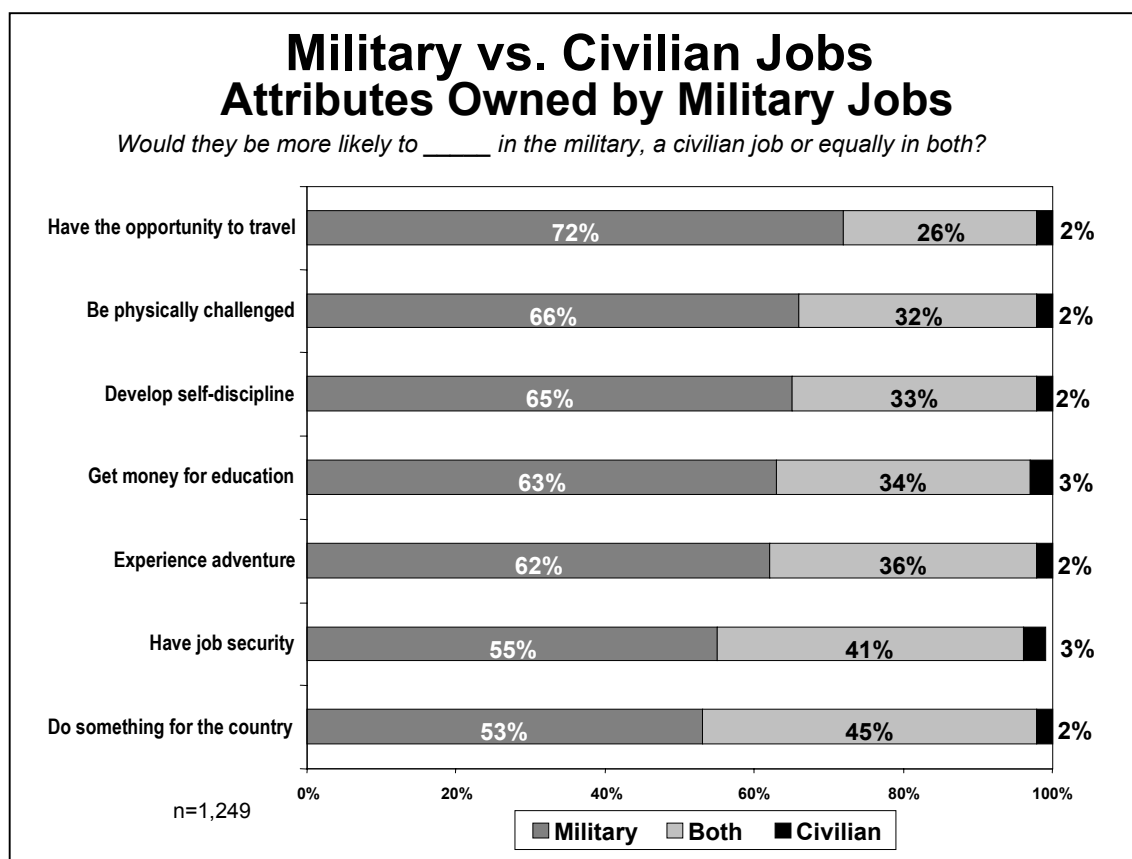
After rating the importance of each job attribute, adults were asked to identify which of the attributes were owned by the military and which were owned by civilian jobs. Adults selected seven job attributes to more likely be found in the military compared to a civilian job. The top mentioned attribute associated with the military was the *opportunity to travel* (72%), followed by *be physically challenged* (66%), *develop self-discipline* (65%), *get money for education* (63%), *experience adventure* (62%), *have job security* (55%) and *do something for the country* (53%). Five attributes were considered mostly provided by jobs in the civilian sector rather than the military: *stay in an area near their family and friends* (67%) *have personal freedom* (53%), *have a good paying job* (29%), *be able to decide how their tasks will be carried out* (27%), and *receive approval from their parents* (10%).

Most of the remaining job attributes were considered largely achieved through the military and civilian jobs:

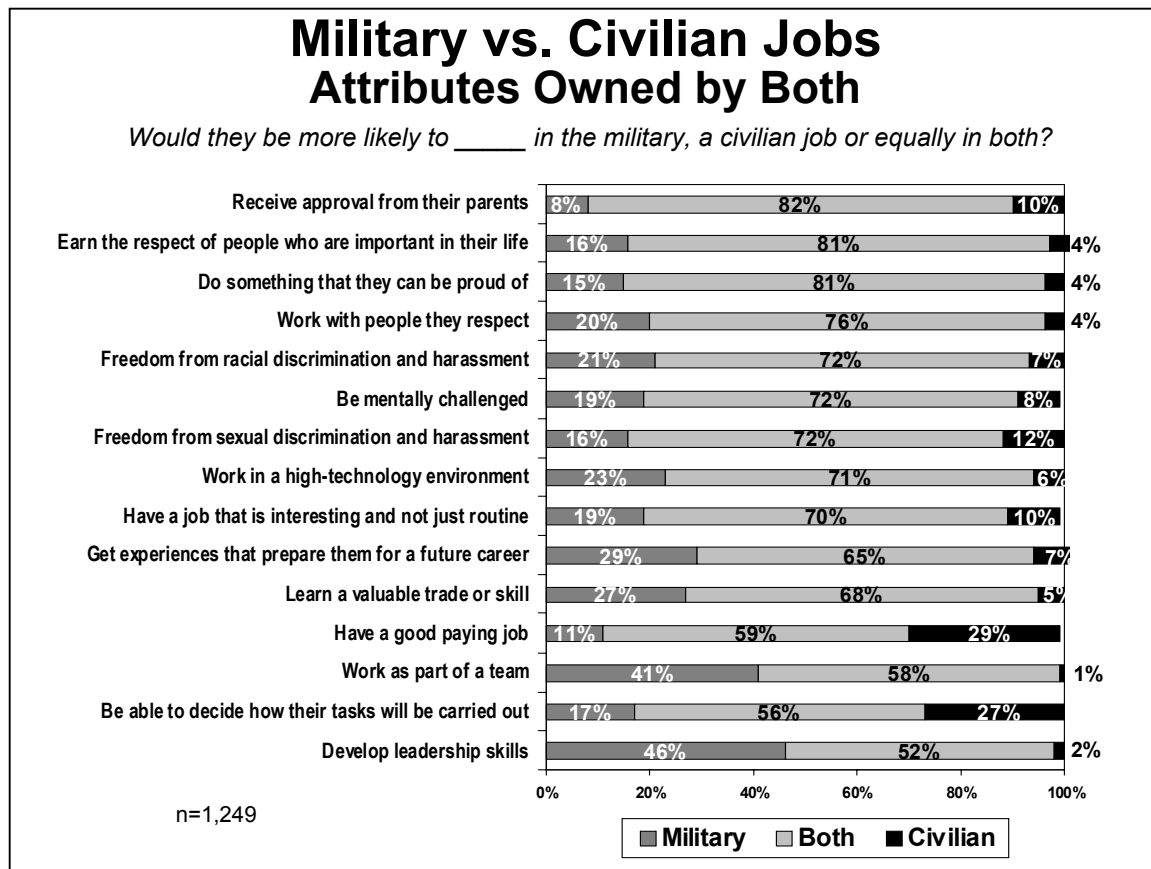
- *Earn the respect of people who are important in their lives (81%)*
- *Receive approval from their parents (82%)*
- *Do something that they can be proud of (81%)*
- *Work with people they respect (76%)*
- *Freedom from sexual discrimination and harassment (72%)*
- *Be mentally challenged (72%)*
- *Freedom from racial discrimination and harassment (72%)*
- *Have a job that is interesting and not just routine (70%)*
- *Work in a high-technology environment (71%)*
- *Learn a valuable trade or skill (68%)*
- *Get experiences that prepare them, for a future career (65%)*
- *Have a good paying job (59%)*
- *Work as part of a team (58%)*
- *Be able to decide how their tasks will be carried out (56%)*
- *Develop leadership skills (52%)*

Figures 12-14 illustrate the comparison between those attributes held by the military compared to civilian jobs and those equally afforded by both.

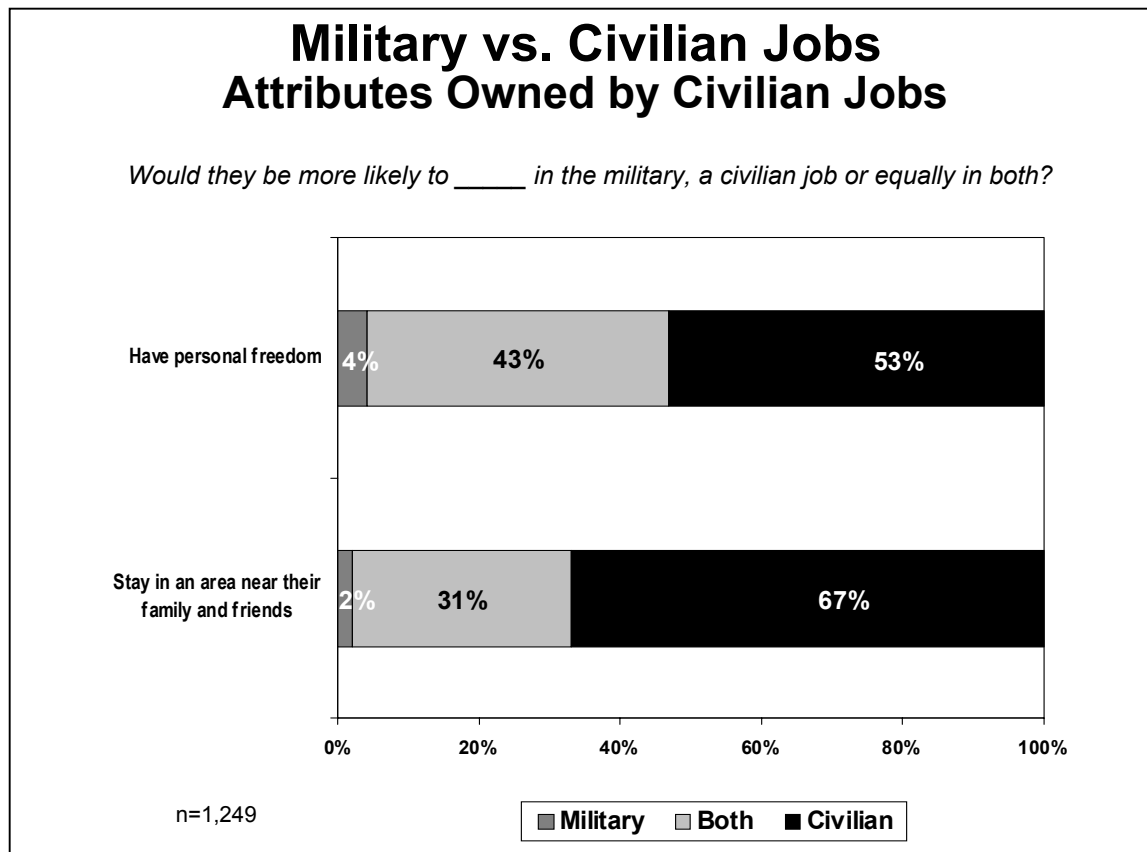
**Figure 12**



**Figure 13**



**Figure 14**



Analysis of the characteristics that adults felt were better attained in the military revealed several trends. Compared to women, men felt the military was more likely to allow youth to *get experiences that prepare them for a future career, develop leadership skills, work as part of a team and be in an environment that is free of sexual discrimination and harassment*. Adults ages 36 and older were more likely than younger adults to view the military as being able to better provide the opportunity to *develop leadership skills and get experiences that prepare them for a future career*. Specifically, adults 36 to 54 compared to those less than 36 saw the military as better suited for *developing self-discipline*.

Higher income earners compared to lesser income earners viewed the military as a more likely place for youth to *have the opportunity to travel, be physically challenged, develop self-discipline, get money for education, have job security, do something for the country, develop leadership skills and work as part of a team*. Conversely, adults with lower incomes were more likely to believe that the military would allow youth to *be mentally challenged* compared to adults with higher incomes. Adults with a greater degree of education compared to those with less education saw the military as a better place where youth could *be physically challenged, experience adventure and have job security*. Conversely, those with lesser education compared to those with a college degree or more were more likely to name the military as being able to provide the following opportunities: *get experiences that prepare them for a future career, work in a high-technology environment, be mentally challenged, and have a job that is interesting and not just routine*.

Those who gave military advice to family members were significantly more likely than those who did not give military advice to family members to believe that the military was more likely to allow youth to *develop leadership skills, get experiences that prepare them for a future career, be mentally challenged, have a job that is interesting and not just routine, do something they can be proud of, have personal freedom, have a good paying job that allows them to live comfortably, develop self-discipline, work with people they respect, do something they can be proud of, and be mentally challenged*. Those adults who gave advice about the military to non-family members were more likely than those who did not give advice about the military to youth outside the family to identify the following attributes as better provided by the military: *be physically challenged, experience adventure, develop leadership skills, work as part of a team, get experiences that prepare them for a future career, learn a valuable trade or skill, be free from racial harassment and discrimination, work with people they respect and do something they can be proud of*. Those who were more likely to recommend military service to youth had a greater probability than those who were less likely to recommend military service to perceive the military as being able to provide all the job characteristics they considered to be important, except for *be physically challenged* for which there was no significant difference.

Adults employed as teachers compared to those who were not were less likely to view the military as being a place where youth can *learn a valuable trade or skill*. Additionally, adults with recruit-aged kids relative to those without recruit-aged kids had a greater tendency to identify *get experiences that prepare them for a future career, work with people they respect, and be mentally challenged* as characteristics more likely to be found in the military than in civilian jobs.

Focusing on the characteristics deemed by all adults to be better provided by the civilian jobs, men were more likely than women to view the civilian sector as a better opportunity for youth to *have a good paying job that allows them to live comfortably, receive approval from their parents, and have personal freedom*.

Adults 36 years and older were more likely than younger adults to indicate that youth would be better able to have a *good paying job* in the civilian sector. Additionally, adults ages 36 to 54 were more likely than those younger than 36 to believe that youth were more likely to *receive approval from their parents* at a civilian job rather than in the military.

Generally, adults with incomes of \$40,000 or more compared to those with lower incomes and those with a college degree or more compared to those with a lesser education were more likely to indicate that all the characteristics were better provided by the civilian sector than the military.

### **Military and Civilian Job Strengths and Weaknesses**

The Department developed a method for analyzing the strengths and weaknesses of the military in terms of the career attributes mentioned previously. Categories for attributes both important and associated with the military were established as follows [Figure 15]:

- Attributes were considered more important if they were rated *extremely important* or *very important* by 70 percent or more of adults.
- 30 percent or more of adults claimed that the more important attributes were more likely to be associated with the military.

- 25 percent to 30 percent of adults claimed that the more important attributes were more likely to be associated with the military and were associated with the military by at least twice the number of adults than with civilian jobs.

Categories for attributes both important and associated with civilian jobs were established as follows:

- Attributes were considered *more important* if they were rated *extremely important* or *very important* by 70 percent or more of adults.
- 30 percent or more of adults claimed that the more important attributes were more likely to be associated with civilian jobs.
- 25 percent to 30 percent of adults claimed that the more important attributes were more likely to be associated with civilian jobs and were associated with civilian jobs by at least twice the number of adults than with the military.

Categories for attributes important and not associated with the military or civilian jobs were established as follows:

- Attributes were considered more important if they were rated extremely important or very important by 70 percent or more of adults.
- Attributes did not meet the criteria needed to be associated with either the military or with civilian jobs.

Categories for attributes less important and associated with the military were established as follows:

- Attributes were considered *less important* if they were rated *extremely important* or *very important* by less than 70 percent of adults.
- 30 percent or more of adults claimed that the less important attributes were more likely to be associated with the military.
- 25 percent to 30 percent of adults claimed that the less important attributes were more likely to be associated with the military and were associated with the military by at least twice the number of adults than with civilian jobs.

Categories for attributes *less important and associated with civilian jobs* were established as follows:

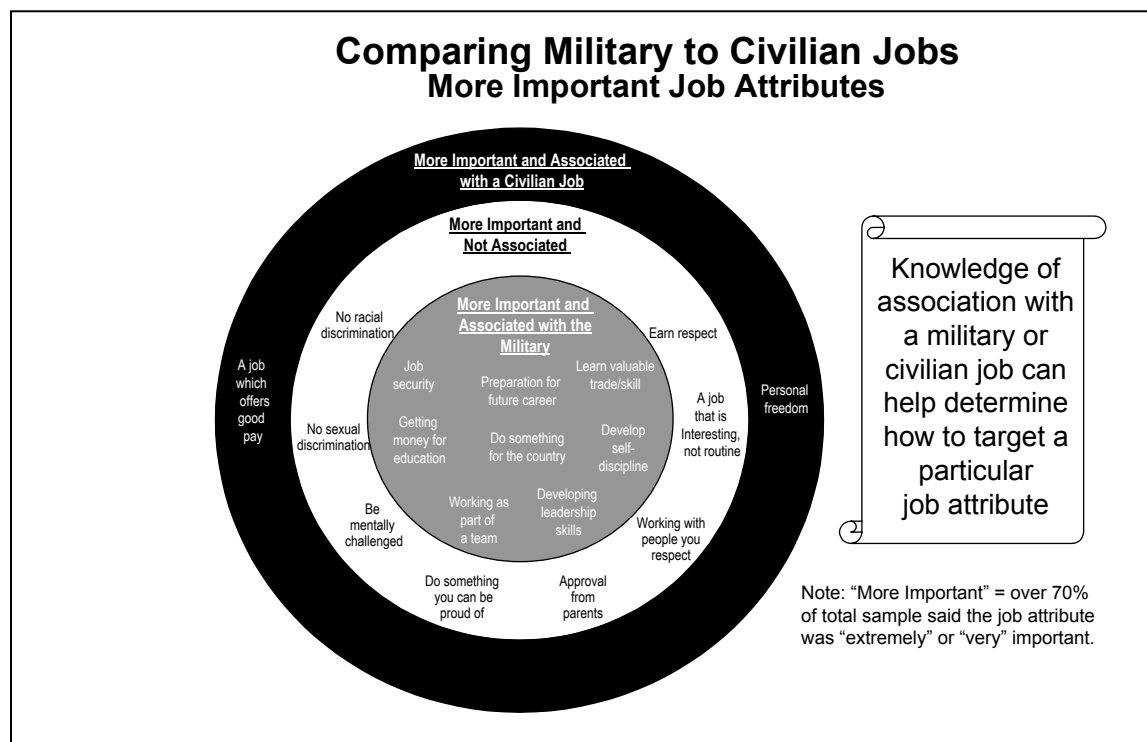
- Attributes were considered *less important* if they were rated *extremely important* or *very important* by less than 70 percent of adults.
- 30 percent or more of adults claimed that the less important attributes were more likely to be associated with civilian jobs.
- 25 percent to 30 percent of adults claimed that the less important attributes were more likely to be associated with civilian jobs and were associated with civilian jobs by at least twice the number of adults than with the military.

Categories for attributes less important and not associated with the military or civilian jobs were established as follows:

- Attributes were considered *less important* if they were rated *extremely important* or *very important* by less than 70 percent of adults.
- Attributes did not meet the criteria needed to be associated with either the military or with civilian jobs.

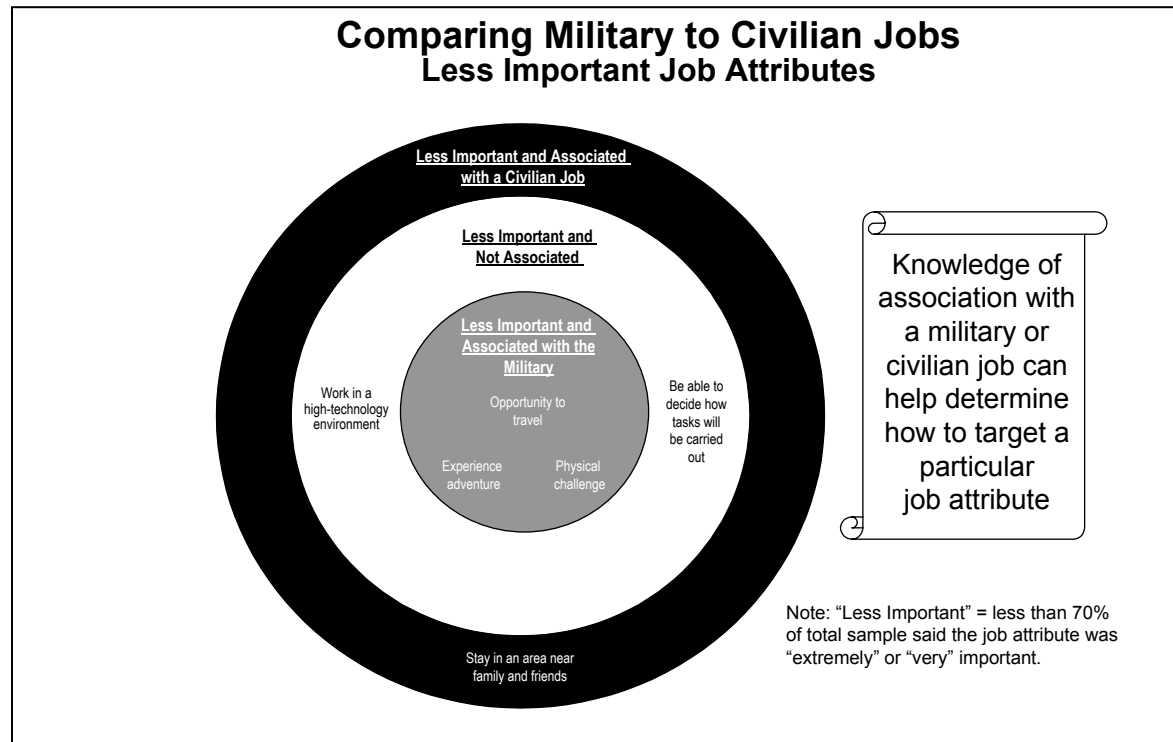
Job characteristics perceived as both important and associated with the military were: *have job security, get money for education, work as part of a team, develop leadership skills, develop self-discipline, learn a valuable trade or skill, get experiences that prepare them for a future career and do something for the country.* The attributes *have personal freedom and have a good paying job that allows them to live comfortably* were both *important and associated with a civilian job.* The career characteristics rated more important yet not associated with either civilian or military jobs were *be in an environment free of racial or sexual discrimination and harassment, be mentally challenged, do something you can be proud of, earn the respect of people who are important in their life, work with people they respect, have a job that is interesting and not just routine, and receive approval from their parents.*

**Figure 15**



Three characteristics were associated with the military, but were considered to be less important to have in a job – *have the opportunity to travel, experience adventure and be physically challenged*. There was only one attribute that was less important and associated with a civilian job – *stay in an area near their family and friends*. The attributes that were identified as less important and not associated with either military or a civilian job were *work in a high-technology environment* and *be able to decide how their tasks will be carried out*.

**Figure 16**



Ranked by order of importance by adults from highest to lowest, Figure 17 shows the comparison among adults and youth<sup>4</sup> in job attributes owned by the military. The traits in bold are those where a difference of 10 percentage points or more existed between adults and youth.

Adults were significantly more likely than youth to identify the military as having the following job attributes:

- *Develop self-discipline;*
- *Get experiences that prepare them for a future career;*
- *Learn a valuable trade or skill;*
- *Get money for education;*
- *Have job security;*
- *Develop leadership skills;*
- *Have job security;*

<sup>4</sup> Sattar, Khalida A., et al. (2002). *Youth poll 3*. (Report No. 2002-029). Arlington, VA: Defense Manpower Data Center.

- *Work as part of a team;*
- *Do something for the count;y*
- *Experience adventure; and*
- *Have the opportunity to travel.*

**Figure 17**

<b>Adult/Youth Comparison Job Attributes Owned by the Military*</b>					
Adult	Youth		Adult	Youth	
15%	9%	Is something you can be proud of	41%	27%	<b>Work as part of a team</b>
65%	46%	<b>Develops self-discipline</b>	19%	13%	Job that is interesting and not just routine
29%	14%	<b>Prepares you for a future career</b>	11%	8%	Provides a good paying job that allows you to live comfortably
27%	16%	<b>Allows you to learn a valuable trade or skill</b>	4%	4%	Provides personal freedom
20%	12%	Lets you work with people you respect	53%	40%	<b>Allows you do to something for your country</b>
16%	15%	Is free of sexual discrimination and harassment	8%	7%	Receives approval from parents
21%	16%	Is free of racial discrimination and harassment	17%	9%	Lets you decide how tasks will be carried out
16%	9%	Earns the respect of people who are important in your life	66%	61%	Is physically challenging
19%	17%	Is mentally challenging	23%	23%	Is high-tech
63%	43%	<b>Earn money for education</b>	62%	47%	<b>Allows you to experience adventure</b>
46%	28%	<b>Develops leadership skills</b>	72%	47%	<b>Have the opportunity to travel</b>
55%	30%	<b>Provides job security</b>	2%	3%	Keeps you near family and friends

Source: Youth Poll 3 (Oct 12 -Sept 19, 2001); Adult Poll 3 (Jan 17-29, 2002)

Ranked again by importance by adults, Figure 18 illustrates the comparison between adults and youth<sup>5</sup> in job attributes owned by the civilian jobs. On almost all characteristics, youth were substantively more likely (10 percentage points or more difference) than adults to perceive that they were owned by civilian jobs.

**Figure 18**

<b>Adult/Youth Comparison</b> <b>Job Attributes Owned by the Civilian Jobs*</b>					
Adult	Youth		Adult	Youth	
4%	23%	Is something you can be proud of	1%	14%	Work as part of a team
2%	10%	Develops self-discipline	10%	29%	Job that is interesting and not just routine
7%	27%	Prepares you for a future career	29%	38%	Provides a good paying job that allows you to live comfortably
5%	18%	Allows you to learn a valuable trade or skill	53%	56%	Provides personal freedom
4%	17%	Lets you work with people you respect	2%	17%	Allows you do to something for your country
12%	21%	Is free of sexual discrimination and harassment	10%	30%	Receives approval from parents
7%	15%	Is free of racial discrimination and harassment	27%	43%	Lets you decide how tasks will be carried out
4%	20%	Earns the respect of people who are important in your life	2%	9%	Is physically challenging
8%	22%	Is mentally challenging	6%	21%	Is high-tech
3%	16%	Earn money for education	2%	13%	Allows you to experience adventure
2%	14%	Develops leadership skills	2%	15%	Have the opportunity to travel
3%	16%	Provides job security	67%	67%	Keeps you near family and friends

Source: Youth Poll 3 (Oct 12 -Sept 19, 2001); Adult Poll 3 (Jan 17-29, 2002)

<sup>5</sup> Sattar, Khalida A., et al. (2002). *Youth poll 3*. (Report No. 2002-029). Arlington, VA: Defense Manpower Data Center.

Ranked again by importance by adults, Figure 19 illustrates the comparison between adults and youth<sup>6</sup> in job attributes co-owned by the military and civilian jobs.

**Figure 19**

<b>Adult/Youth Comparison Job Attributes That Are Co-owned*</b>					
Adult	Youth		Adult	Youth	
81%	67%	<b>Is something you can be proud of</b>	58%	59%	Work as part of a team
33%	44%	<b>Develops self-discipline</b>	70%	58%	<b>Job that is interesting and not just routine</b>
65%	59%	Prepares you for a future career	59%	54%	Provides a good paying job that allows you to live comfortably
68%	65%	Allows you to learn a valuable trade or skill	43%	40%	Provides personal freedom
76%	71%	Lets you work with people you respect	45%	43%	Allows you do to something for your country
72%	65%	Is free of sexual discrimination and harassment	82%	63%	<b>Receives approval from parents</b>
72%	69%	Is free of racial discrimination and harassment	56%	47%	Lets you decide how tasks will be carried out
81%	71%	<b>Earns the respect of people who are important in your life</b>	32%	30%	Is physically challenging
72%	61%	<b>Is mentally challenging</b>	71%	56%	<b>Is high-tech</b>
34%	40%	Earn money for education	36%	40%	Allows you to experience adventure
52%	58%	Develops leadership skills	26%	38%	<b>Have the opportunity to travel</b>
41%	53%	<b>Provides job security</b>	31%	31%	Keeps you near family and friends

Source: Youth Poll 3 (Oct 12 -Sept 19, 2001); Adult Poll 3 (Jan 17-29, 2002)

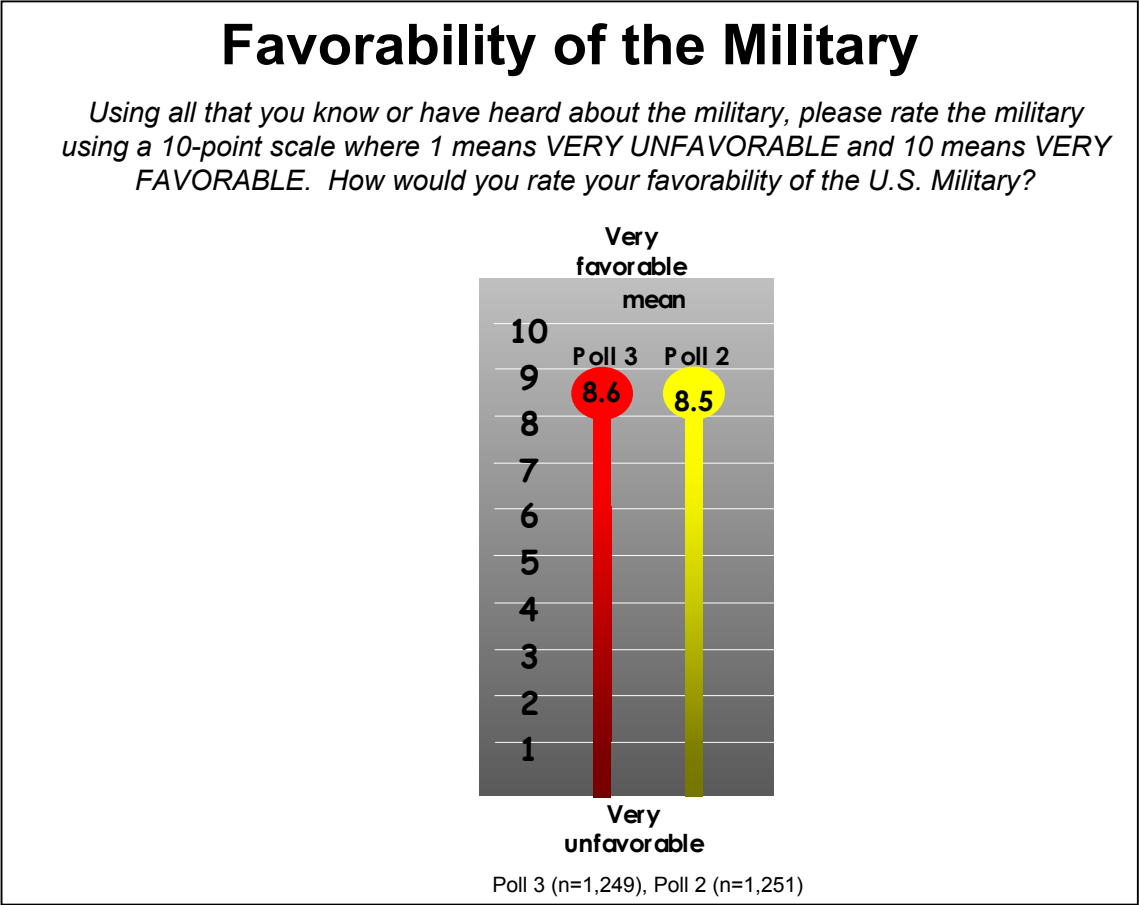
## **Favorability Toward the Military**

### **Overall Favorability Toward the Military**

The image of the military and its branches was good, with adults viewing each favorably. On a 10-point scale, where 1 meant *very unfavorable* and 10 meant *very favorable*, adults gave the military a high mean rating of 8.6 [Figure 20]. This remained virtually unchanged since Adult Poll 2, where adults rated their favorability toward the military an average of 8.5. Favorability toward the military increased as age increased. Additionally, adults with lower education and lesser incomes compared to those with higher education and greater incomes were more likely to have a more favorable impression of the military.

<sup>6</sup> Sattar, Khalida A., et al. (2002). *Youth poll 3*. (Report No. 2002-029). Arlington, VA: Defense Manpower Data Center.

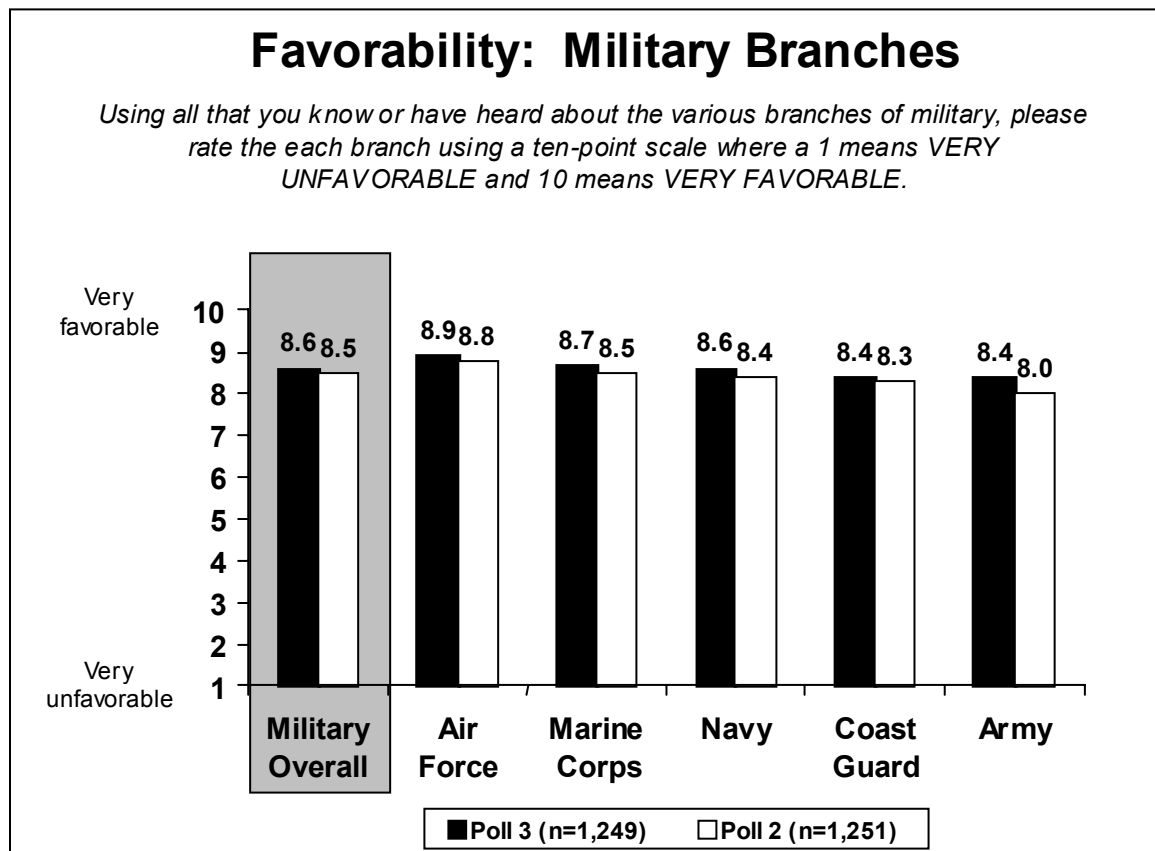
**Figure 20**



**Favorability of the Military Branches**

Of the military branches, the Air Force (8.8) was rated most favorable. The Marine Corps (8.7) and Navy (8.6) were positioned in between, followed by the Coast Guard and the Army, each at 8.4, below the overall favorability of the military overall (8.6) [Figure 21]. The Army, while seen as one of the least favored branches, experienced the greatest increase in favorability, from 8.0 in Adult Poll 2 to 8.4 in Adult Poll 3.

**Figure 21**

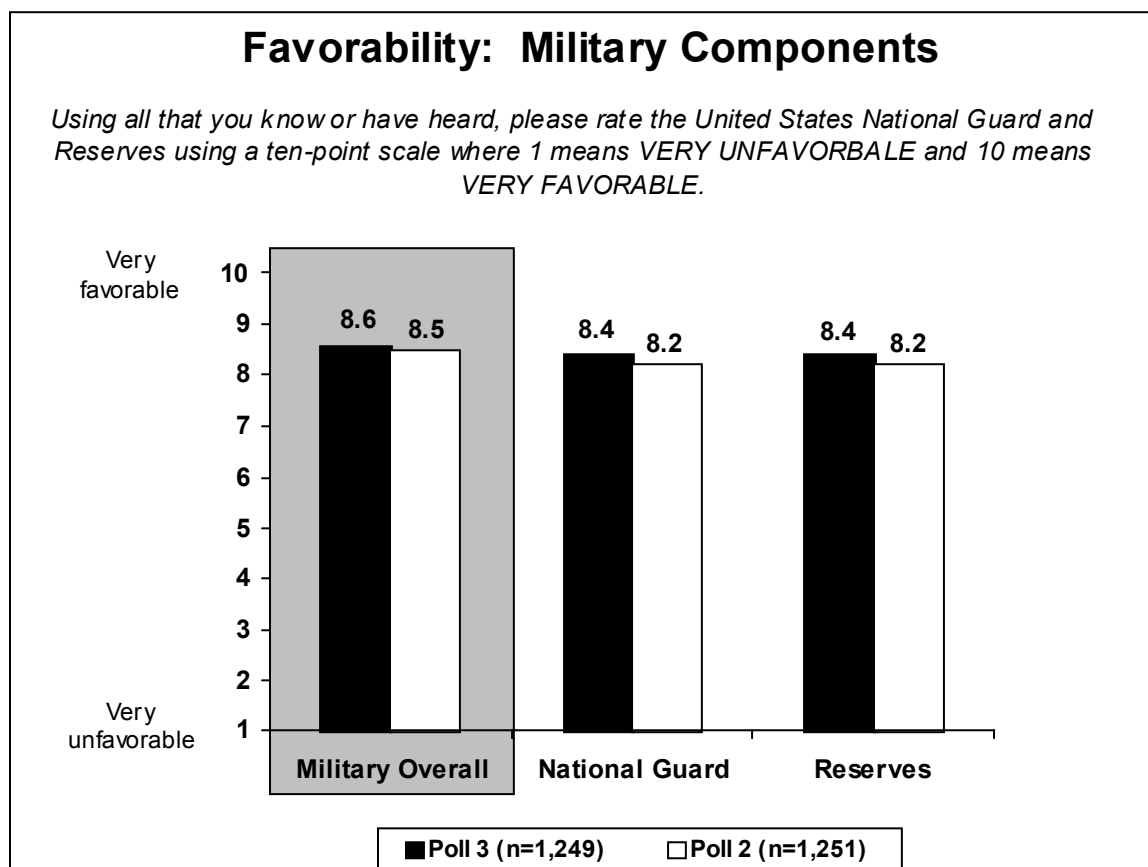


Analyzing the data by subgroups showed that favorability of each of the military branches increased as age increased. Adults with incomes less than \$40,000 and those with less than a college degree had a more favorable view of all the military branches than adults with incomes greater than \$40,000 and those with more than a college degree. Furthermore, adults employed as teachers were less favorable toward the Army and Coast Guard compared to adults not employed as teachers.

## **Favorability of the Military Components**

The National Guard and Reserve components of the military, each at an 8.4 mean rating, fell slightly below the overall favorability of the military (8.6) and below all branches except the Coast Guard (8.4) and the Army (8.2) [Figure 22]. Subgroup analysis revealed that women compared to men, older adults compared to younger adults, and adults with lesser income and lower education compared to those with higher incomes and greater education had a greater likelihood to rate the National Guard and Reserves more favorably.

**Figure 22**

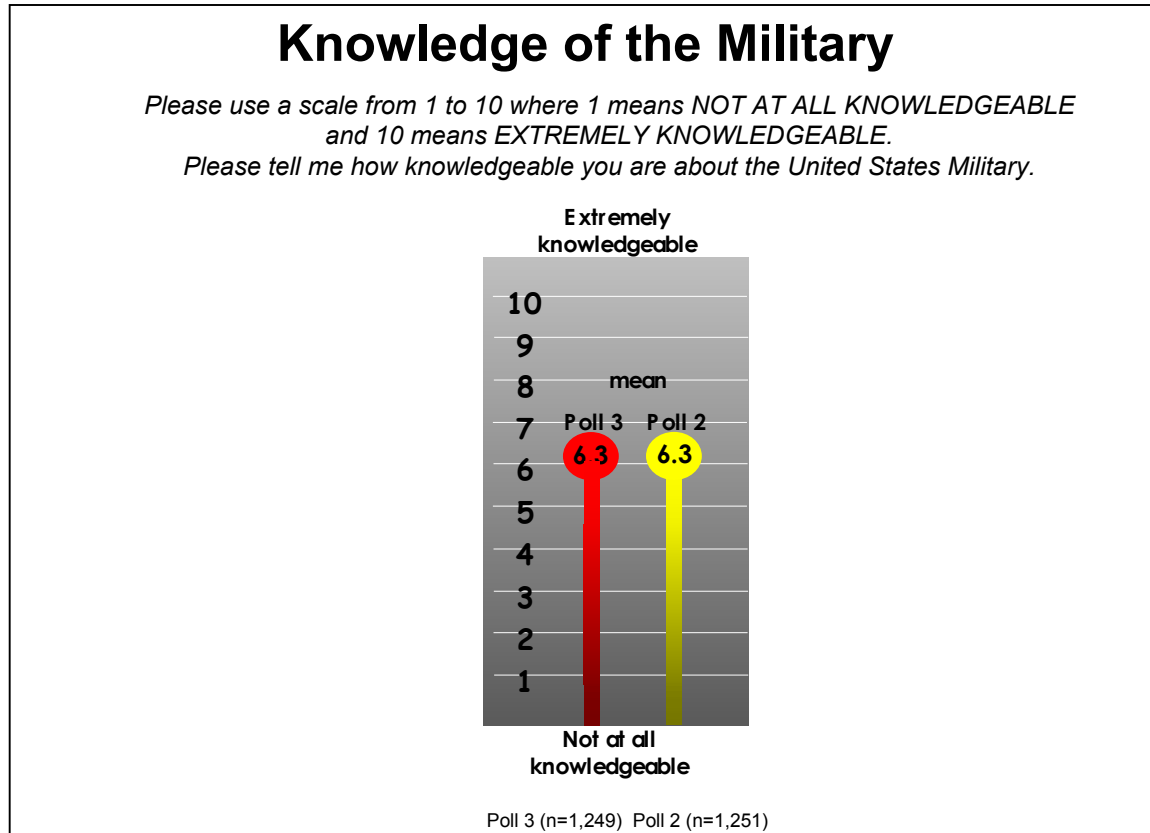


## **Knowledge of the Military**

### **Overall Knowledge of the Military**

In general, most American adults felt they had a moderate level of knowledge about the military. When adults were asked to rate their level of knowledge of the military, the mean rating was 6.3 on a scale of 1 to 10, where 1 meant *not at all knowledgeable* and 10 meant *extremely knowledgeable* [Figure 23]. Overall, adults did not feel any more or any less knowledgeable about the military than in Adult Poll 2. Additional analysis by subgroups indicated that men compared to women, adults ages 55 and older compared to those younger, and those without recruit-aged kids compared to others each reported a greater level of knowledge about the military.

**Figure 23**



### **Knowledge of National Guard and Reserves**

To assess adults' knowledge of certain aspects of the National Guard and Reserves, they were asked to rate the following statements on a scale of 1 to 10 where 1 meant *not at all believable* and 10 meant *extremely believable*:

- *People can serve in the Reserves while they are working a full-time job.*
- *People can serve in the Reserves while they are going to a trade school.*
- *People can serve in the Reserves while they are going to college.*
- *People can serve in the National Guard while they are working a full-time job.*
- *People can serve in the National Guard while they are going to a trade school.*
- *People can serve in the National Guard while they are going to college.*
- *New military recruits can earn a minimum of \$800 per month for 36 months of service.*

Overall, adults understood that service in the Reserve or National Guard components is possible while working or while continuing their education, with more than eight out of 10 adults perceiving the statements regarding the National Guard or Reserves to be true [Table 7].

Adults had a greater understanding that people can serve in the Reserves while working at a full-time job (9.0) or going to school (trade school 8.6, college 8.6) compared to service in the National

Guard while working at a full-time job (8.6) or going to school (trade school 8.4, college 8.4). Additionally, adults were more likely to believe that service in the Reserves (9.0) or the National Guard (8.6) while employed at a full-time job was possible as opposed to service in those components while going to school (Reserves/trade school 8.6, Reserves/college 8.6, National Guard/trade school 8.4, National Guard/college 8.4).

The statement rated most believable was *people can serve in the Reserves while they are working a full-time job* (9.0), followed by the other two opportunities afforded by the Reserves – *people can serve in the Reserves while they are going to a trade school* (8.6) and *people can serve in the Reserves while they are going to college* (8.6) – and *people can serve in the National Guard while they are working a full-time job* (8.6). Fewer adults believed as much about the other opportunities offered in National Guard – *people can serve in the National Guard while going to a trade school* and *people can serve in the National Guard while going to college*, each at a mean rating of 8.4. Compared to the benefits related to the National Guard and Reserves, adults were least likely to believe that *new military recruits can earn a minimum of \$800 per month for 36 months of service* (7.1).

**Table 5**

<b>Knowledge of the National Guard and Reserves</b>	
<b>Statement</b>	<b>Mean</b>
<i>People can serve in the Reserves while they are working a full-time job.</i>	9.0
<i>People can serve in the Reserves while they are going to a trade school.</i>	8.6
<i>People can serve in the Reserves while they are going to college.</i>	8.6
<i>People can serve in the National Guard while they are working a full-time job.</i>	8.6
<i>People can serve in the National Guard while they are going to a trade school.</i>	8.4
<i>People can serve in the National Guard while they are going to college.</i>	8.4
<i>New military recruits can earn a minimum of \$800 per month for 36 months of service.</i>	7.1

Men were more likely than women to believe that *people can serve in the National Guard while they are going to trade school, college or working a full-time job, people can serve in the Reserves while they are going to a trade school*, and that *new military recruits can earn a minimum of \$800 per month for 36 months of service*. Adults ages 55 and older in comparison to younger adults had a greater perception that *people can serve in the Reserves while they are working a full-time job*. Those ages 36 and older compared to younger adults were more likely to believe that *people can serve in the National Guard while they are working a full-time job*. Additionally, adults between the ages of 36 and 54 were more likely than adults 55 years and older to believe that *people can serve in the Reserves while they are going to a trade school*.

Adults with a college degree or more were more likely than lesser educated adults to believe that *people can serve in the Reserves while they are going to college or a trade school, people can serve in the National Guard while they are going to a trade school* and *new military recruits can earn a minimum of \$800 per month for 36 months of service*. Adults earning \$40,000 or more were more likely than adults earning less income to believe that *people can serve in the Reserves while they are working a full-time job, while they are going to school or while they are going to*

*college, as well as people can serve in the National Guard while they are going to a trade school or working a full-time job.*

Adults who gave military advice to youth in their family were more prone to believe *people can serve in the National Guard while they are going to college* or *people can serve in the Reserves while they are going to college* and *new military recruits can earn a minimum of \$800 per month for 36 months of service* compared to adults who did not give military advice to youth in their family. Adults who gave advice about the military to youth not in their family were more prone to believe all statements except *new military recruits can earn a minimum of \$800 per month for 36 months of service* relative to adults who did not give military advice to non-family youth. Adults who were more likely to recommend military service had a greater likelihood to believe that *new military recruits can earn a minimum of \$800 per month for 36 months of service*, *people can serve in the Reserves while they are going to college or working a full-time job*, and that *people can serve in the National Guard while they are working a full-time job, going to a trade school or going to college*.

## **Multivariate Analysis**

To gain further insight into the key drivers of giving advice to join the military, multivariate analysis was performed in the following three phases:

1. First, factor analysis was conducted on a number of career characteristics (Question MSB1<sup>7</sup>) and evaluations of different careers (Question AMO2<sup>8</sup>) to reduce them to a manageable number of dimensions. Both exploratory and confirmatory factor analysis techniques were implemented.
2. Then an ordered probit regression model using the identified dimensions and other survey variables was created, to explain likelihood to give advice to join the military.
3. A multinomial logit model, testing the drivers of positive advice, advice for careers other than the military, and likelihood to give no advice was created.

All multivariate analysis was based on unweighted data.

## **Factor Analysis**

Factor analysis is a statistical method that is used to determine the number of underlying dimensions contained in a set of observed variables and to identify the subset of variables that corresponds to each of these. The underlying dimensions are referred to as continuous latent variables or factors. The observed variables are referred to as factor indicators. There are two types of factor analysis: exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

---

<sup>7</sup> Refers to Question MSB1 in the survey instrument, which can be referenced in the supporting materials following this report.

<sup>8</sup> Refers to Question AMO2 in the survey instrument, which can be referenced in the supporting materials following this report.

EFA is a technique that attempts to determine the minimum number of continuous latent variables or factors that can adequately describe the linear correlations among a set of observed variables. The model is exploratory in the sense that it does not impose a structure on the relationship between the observed variables and the continuous latent variables but only specifies the number of continuous latent variables. The goal of exploratory factor analysis is to find the smallest number of interpretable factors that can adequately explain the correlations among a set of variables. CFA, on the other hand, allows for restrictions in the factor structure, and for conducting of statistical tests of factor loadings and overall fit of the factor model.

Confirmatory factor analysis was performed on the AMO and MSF series of questions. Two factors explained the answers to the occupation questions (Question AMO2) well, while four factors represented underlying dimensions of characteristics of various careers (Question MSB1).

All the loadings were statistically significant and the factor structure fit the data well. Table 6 presents a CFA with the two factors based on occupations (Question AMO2) and Table 7 presents a CFA with the four factors based on career characteristics (Question MSB1). The model was estimated using an algorithm for analysis of ordinal level data.

One of the AMO factors clustered together evaluations of law enforcement officers, although it also included teachers under the same cluster of questions. Teachers, however, had the lowest loading, meaning that their connection with the underlying dimension was weak. The second factor identified evaluations of workers with a public job. It also included lawyers and airport security personnel. The connection of these two indicators with the underlying dimension was weak.

The factor analysis on career characteristics (Question MSB1) revealed four underlying dimensions. One of these dimensions related to characteristics that allow for personal growth and challenge. A second factor related to job security, while a third factor represented careers that allow travel and adventure. A fourth factor identified a working environment free of prejudice. Other items did not have any connection to the underlying variables. In the regression model, those variables were entered as single indicator variables.

**Table 6**

<b>Confirmatory Factor Analysis of Occupations</b>				
	<b>Estimates</b>	<b>S.E.</b>	<b>Est./S.E.</b>	<b>Standardized loading</b>
<b>Occupation 1</b>				
Active-duty military (QAMO2ARE)	1.00	0.00	0.00	<b>0.82</b>
Part-time Reserves/National Guard (QAMO2BRE)	0.98	0.03	33.06	<b>0.80</b>
Police officers (QAMO2DRE)	0.90	0.03	29.87	<b>0.73</b>
Teachers (QAMO2GRE)	0.63	0.04	18.05	<b>0.51</b>
<b>Occupation 2</b>				
Federal government employees (QAMO2JRE)	1.00	0.00	0.00	<b>0.77</b>
Postal workers (QAMO2ERE)	0.84	0.03	27.66	<b>0.64</b>
Lawyers (QAMO2FRE)	0.51	0.03	15.12	<b>0.39</b>
Airport security personnel (QAMO2HRE)	0.64	0.03	19.50	<b>0.49</b>
Leadership of federal government (QAMO2IRE)	0.86	0.03	28.11	<b>0.66</b>
DoD non-military personnel (QAMO2CRE)	0.90	0.03	30.43	<b>0.70</b>

**Table 7**

<b>Confirmatory Factor Analysis of Career Characteristics</b>				
	<b>Estimates</b>	<b>S.E.</b>	<b>Est./S.E.</b>	<b>Standardized loading</b>
<b>Characteristic 1</b>				
Money for education (QMSB1ARE)	1.00	0.00	0.00	<b>0.65</b>
Develop self-discipline (QMSB1BRE)	1.04	0.04	27.77	<b>0.67</b>
Work as a team (QMSB1DRE)	0.99	0.04	25.18	<b>0.64</b>
Get experience (QMSB1ERE)	1.14	0.04	29.37	<b>0.73</b>
Something they can be proud of (QMSB1JRE)	1.20	0.04	29.99	<b>0.77</b>
Learn valuable trade or skill (QMSB1LRE)	1.04	0.04	27.05	<b>0.67</b>
Be mentally challenged (QMSB1MRE)	0.91	0.04	23.09	<b>0.59</b>
Develop leadership skills (QMSB1TRE)	0.99	0.04	26.59	<b>0.64</b>
Work with people they respect (QMSB1WRE)	1.04	0.04	25.62	<b>0.67</b>
Earn respect (QMSB1XRE)	1.01	0.04	27.32	<b>0.66</b>
<b>Characteristic 2</b>				
Stay in area near family and friends (QMSB1KRE)	1.00	0.00	0.00	0.30
Job security (QMSB1PRE)	2.51	0.29	8.74	<b>0.74</b>
Good paying job (QMSB1QRE)	2.26	0.26	8.83	<b>0.67</b>
<b>Characteristic 3</b>				
Opportunity to travel (QMSB1CRE)	1.00	0.00	0.00	<b>0.77</b>
Experience adventure (QMSB1NRE)	1.01	0.07	14.74	<b>0.78</b>
<b>Characteristic 4</b>				
Free of racial discrimination (QMSB1GRE)	1.00	0.00	0.00	<b>0.84</b>
Free of sexual discrimination (QMSB1HRE)	1.03	0.04	28.75	<b>0.86</b>

### **Drivers of Likelihood to Give Advice to Join the Military: Ordered Probit Regression Model**

An ordered probit model was estimated, relating likelihood to give advice to join the military with a number of demographics and attitudinal variables. The likelihood to give advice to join the military consisted of five categories (*very unlikely*, *unlikely*, *neither likely nor unlikely*, *likely*, and *very likely*) and was treated as an ordered categorical variable.<sup>9</sup>

About 1,000 simulations were drawn of the main and ancillary parameters. Those sets of simulated parameters were then used to obtain quantities of interest, such as the probability of

<sup>9</sup> The Ordered Probit model allows computing the probability for each outcome given different values of the independent variable. If Y is the dependent variable (in this case, the five choices about giving advice to joining the military), and X is the independent variable (for illustrative purposes we reduce this example to just one independent variable and four outcomes), the formulas for computing the probabilities in an Ordered Probit model with four options are:

$$\Pr(y_i = 1 / x_i) = \Phi(\tau_1 - \alpha - \beta x_i)$$

$$\Pr(y_i = 2 / x_i) = \Phi(\tau_2 - \alpha - \beta x_i) - \Phi(\tau_1 - \alpha - \beta x_i)$$

$$\Pr(y_i = 3 / x_i) = \Phi(\tau_3 - \alpha - \beta x_i) - \Phi(\tau_2 - \alpha - \beta x_i)$$

$$\Pr(y_i = 4 / x_i) = 1 - \Phi(\tau_3 - \alpha - \beta x_i)$$

where  $\Phi$  is the c.d.f. function, and the  $\tau$ 's are thresholds or cutpoint values.

giving advice to join the military for different levels of the explanatory variables. The method used for simulations (Monte Carlo) allowed for the estimation of correct confidence intervals, hence giving a measure of the estimation uncertainty underlying a study with a limited number of cases.

Likelihood to give advice was regressed on the following 27 relevant variables (race is listed below as one, but was coded as a set of two dummy variables), including the factors estimated in the first phase of the analysis:

1. Age, measured in years, from young to old.
2. Being a member of the armed forces (currently or in the past.) This new variable was coded 0 for non-members and 1 for members.
3. Household income, measured on a 7-point scale, going from *less than \$25,000* to *\$100,000 or more*.
4. Level of education, measured on a 9-point scale, ranging from *less than high school* to *doctorate degree*.
5. Gender, coded 0 for females and 1 for males.
6. Race, coded as a set of two dummy variables: Hispanics and African-Americans. Caucasians and Others were used as a base category in the model. Therefore, coefficients for Hispanics and African-Americans indicated whether differences with Caucasians and Others were significant or not.
7. Overall favorability, measured on a 10-point scale ranging from *very unfavorable* to *very favorable*.
8. Likelihood to give advice to go to a four-year college after high school. This variable consists of five categories (*very unlikely*, *unlikely*, *neither likely nor unlikely*, *likely*, and *very likely*).
9. Likelihood to give advice to get a full-time job. This variable consists of five categories (*very unlikely*, *unlikely*, *neither likely nor unlikely*, *likely*, and *very likely*).
10. Likelihood to give advice to go to a community college or technical school. This variable consists of five categories (*very unlikely*, *unlikely*, *neither likely nor unlikely*, *likely*, and *very likely*).
11. Occupation 1. This variable was computed as the average score for those mentioning the items belonging to the factor Occupation 1 (see Table 10).
12. Occupation 2. This variable was computed as the average score for those mentioning the items belonging to the factor Occupation 2 (see Table 10).
13. Characteristic 1. This variable was computed as the average score for those mentioning the items belonging to the factor Characteristic 1 (see Table 11).
14. Characteristic 2. This variable was computed as the average score for those mentioning the items belonging to the factor Characteristic 2 (see Table 11).
15. Characteristic 3. This variable was computed as the average score for those mentioning the items belonging to the factor Characteristic 3 (see Table 11).

16. Characteristic 4. This variable was computed as the average score for those mentioning the items belonging to the factor Characteristic 4 (see Table 11).
17. Knowledge of the military (S7).
18. Likelihood to recommend joining the military due to War on Terrorism, ranging from *more likely* to *less likely*.
19. Knowledge index (sumknowl). The index was built by recoding all the KW1 questions into 0's (if respondent chose codes 1 through 8) and 1's (for codes 9 and 10a), and adding them up. Therefore, a person very knowledgeable of all seven topics would have a score of seven, while those not very knowledgeable of any topic would have a score of zero.
20. Physically challenged (qmsb1fre).
21. Work in a high-technology environment (qmsb1ire).
22. Do something for the country (qmsb1ore).
23. Decide how to carry out tasks (qmsb1rre).
24. Interesting job (qmsb1sre).
25. Approval from parents (qmsb1ure).
26. Having personal freedom (qmsb1vre).

Table 8 shows summary statistics.

**Table 8**

Summary Statistics for Ordered Probit Model
Model Summary
Number of obs=1110
LR chi-square (27)= 447.33
Prob > chi-square=0.0000
Log likelihood=-1478.3691
Pseudo R <sup>2</sup> =0.1314

Table 9 displays the initial ordered probit estimates for the model based on the likelihood to give advice to join the military. The coefficients measured the impact of each independent variable on the dependent variable (likelihood to give advice) after controlling by other factors entered in the equation. The number of completed cases available for the analysis was 1,110.

**Table 9**

<b>Ordered Probit Estimates</b> <b>Likelihood of Encouraging Youth to Join the Military</b>						
<b>Advice joining the military (adv2arev)</b>	<b>Coef.</b>	<b>Std. Err.</b>	<b>z values</b>	<b>P&gt; z </b>	<b>95 % Conf. Interval</b>	
Likelihood to advise attending college (adv2brev)	-0.06	0.07	-0.97	0.33	-0.20	0.07
Likelihood to advise getting full-time job (adv2crev)	0.19	0.04	4.46	0.00	0.11	0.27
Likelihood to advise attending community college (adv2drev)	0.34	0.06	5.91	0.00	0.23	0.45
Age (qs1)	0.00	0.00	0.48	0.64	-0.01	0.01
African-American	0.24	0.22	1.05	0.29	-0.20	0.67
Hispanic	-0.10	0.21	-0.48	0.63	-0.51	0.31
Male	0.04	0.13	0.33	0.74	-0.21	0.30
Favorability toward the military (qfav1)	0.32	0.04	7.43	0.00	0.24	0.41
Knowledge of the military (qs7)	0.11	0.03	3.51	0.00	0.05	0.17
Level of education (qdem1)	0.04	0.03	1.28	0.20	-0.02	0.10
Household income (qdem3)	-0.03	0.03	-0.83	0.41	-0.10	0.04
Member of the military	0.28	0.18	1.56	0.12	-0.07	0.62
War on terrorism context (qdem6bre)	0.42	0.08	5.51	0.00	0.27	0.57
Occupation 1	0.17	0.14	1.26	0.21	-0.10	0.45
Occupation 2	-0.04	0.12	-0.31	0.76	-0.28	0.21
Characteristic 1	0.20	0.22	0.91	0.36	-0.23	0.64
Characteristic 2	-0.22	0.14	-1.61	0.11	-0.49	0.05
Characteristic 3	0.46	0.10	4.69	0.00	0.27	0.65
Characteristic 4	-0.05	0.12	-0.45	0.66	-0.29	0.18
Knowledge index (sumknow1)	0.00	0.02	0.01	0.99	-0.05	0.05
Physically challenged (qmsb1fre)	0.03	0.08	0.39	0.70	-0.13	0.20
High-technology environment (qmsb1ire)	0.15	0.08	2.02	0.04	0.00	0.30
Do something for the country (qmsb1ore)	0.27	0.10	2.78	0.01	0.08	0.45
Decide how to carry out tasks (qmsb1rre)	-0.13	0.08	-1.57	0.12	-0.30	0.03
Interesting job (qmsb1sre)	-0.10	0.10	-1.00	0.32	-0.30	0.10
Approval from parents (qmsb1ure)	-0.09	0.08	-1.15	0.25	-0.25	0.07
Personal freedom (qmsb1vre)	-0.32	0.09	-3.60	0.00	-0.49	-0.15
_cutpoint 1	4.50	0.79	Ancillary parameters			
_cutpoint 2	6.22	0.79				
_cutpoint 3	7.08	0.80				
_cutpoint 4	8.95	0.82				

Tables 10 and 11 show a reduced version of the ordered probit model, limited to variables from the initial model that had a significant impact on the likelihood to give advice.

**Table 10**

<b>Summary Statistics for Reduced Ordered Probit: Model Summary</b>
Number of obs=1195 LR chi-square (9)=435.12 Prob > chi-square=0.0000 Log likelihood=-1617.2595 Pseudo R <sup>2</sup> =0.1186

**Table 11**

<b>Reduced Ordered Probit Estimates Likelihood of Encouraging Youth to Join the Military</b>						
<b>Advice joining the military (adv2arev)</b>	<b>Coef.</b>	<b>Std. Err.</b>	<b>z values</b>	<b>P&gt; z </b>	<b>95 % Conf. Interval</b>	
Likelihood to advise getting full-time job (adv2crev)	0.19	0.04	4.79	0.00	0.11	0.27
Likelihood to advise attending community college (adv2drev)	0.33	0.05	6.16	0.00	0.22	0.43
Favorability toward the military (qfav1)	0.30	0.04	8.12	0.00	0.23	0.37
Knowledge of the military (qs7)	0.14	0.03	5.20	0.00	0.08	0.19
War on terrorism context (qdem6bre)	0.45	0.07	6.37	0.00	0.31	0.59
Characteristic 3	0.33	0.08	3.88	0.00	0.16	0.49
Work in high-technology environment (qmsb1ire)	0.12	0.07	1.80	0.07	-0.01	0.26
Do something for the country (qmsb1ore)	0.23	0.08	2.78	0.01	0.07	0.39
Have personal freedom (qmsb1vre)	-0.37	0.08	-4.80	0.00	-0.53	-0.22
_cutpoint 1	4.38	0.44	Ancillary parameters			
_cutpoint 2	6.09	0.45				
_cutpoint 3	6.93	0.46				
_cutpoint 4	8.74	0.48				

Table 12 gives estimates of the impact that variables have on the likelihood to give advice to join the military. The largest positive impact on likelihood to give advice came from favorability toward and knowledge of the military, followed by likelihood to advise going to a community college. Those likely to advise joining the military also made the linkage with aspirations to obtain a higher educational degree. A job that allows *adventure* and *travel opportunities* was also seen as a good argument to give advice to join the military, followed by *doing something for the country* and *working in a high-tech environment*. Aspirations of *personal freedom*, on the other hand, had a strong negative effect on the likelihood to give advice to join the military. Those that embrace a strong sense of *personal freedom* were 18 percentage points less likely to give positive advice compared to those who do not value this attribute as much.

**Table 12**

Summary of the Impact on Likelihood to Give Advice to Join the Military						
Likelihood to Advise Joining the Military		Very unlikely	Unlikely	Neither	Likely	Very likely
		% point difference	% point difference	% point difference	% point difference	% point difference
Independent variables with significant impact	Likelihood to advise getting a full-time job	-5%	-10%	-4%	8%	10%
	Likelihood to advise attending community college	-10%	-18%	-4%	16%	16%
	Favorability toward the military	-33%	-.25%	3%	32%	23%
	Knowledge of the military	-8%	-16%	-5%	13%	17%
	War on terrorism	-6%	-12%	-4%	10%	12%
	Factor 3: travel/adventure	-5%	-13%	-5%	9%	14%
	Work in high-technology environment	-2%	-5%	-2%	4%	5%
	Do something for your country	-4%	-9%	-3%	8%	9%
	Have personal freedom	5%	14%	7%	-7%	-18%

### **Drivers of Positive Advice: Logit Regression Model**

A logit regression model was used to look at the drivers of positive advice. Positive advice was estimated as any positive advice given by adults about joining the military. Overall, about one in five adults gave positive advice about joining the military (23%), whereas one in 10 mentioned both positive and negative things about joining the military. Only one percent of adults mentioned negative aspects about joining the military. Three in 10 gave advice about careers other than the military (one-third of adults did not give any advice).

A model was built to analyze drivers of positive advice only. The analysis included all the variables included in previous analysis. The Table 13 shows a reduced version that includes only those variables that had a significant impact on positive advice.

**Table 13**

<b>Logit Model of Likelihood to Give Positive Advice About the Military</b>						
<b>Positive advice</b>	<b>Coef.</b>	<b>Std. Err.</b>	<b>z values</b>	<b>P&gt; z </b>	<b>95 % Conf. Interval</b>	
Likelihood to advise getting full-time job (adv2crev)	0.13	0.06	2.18	0.03	0.01	0.24
Likelihood to advise attending community college (adv2drev)	0.20	0.08	2.50	0.01	0.04	0.35
Favorability toward the military (qfav1)	0.15	0.06	2.35	0.02	0.02	0.27
Knowledge of the military (qs7)	0.15	0.04	3.97	0.00	0.08	0.23
Level of education (qdem1)	0.08	0.04	2.01	0.05	0.00	0.16
Household income (qdem3)	0.12	0.05	2.58	0.01	0.03	0.21
War on terrorism context (qdem6bre)	0.29	0.11	2.70	0.01	0.08	0.50
Knowledge index (sumknow1)	0.08	0.03	2.47	0.01	0.02	0.15
Do something for the country (qmsb1ore)	0.55	0.12	4.55	0.00	0.31	0.78
Decide how to carry out tasks (qmsb1rre)	-0.23	0.10	-2.26	0.02	-0.42	-0.03
Constant	-7.74	0.80	-9.67	0.00	-9.30	-6.17

Table 14 shows simulation results gauging the impact of each independent variable on positive advice. *Doing something for the country* had the largest, positive impact on giving positive advice. *Being able to decide how to carry out tasks* had a negative impact on positive advice, perhaps pointing out that a sense of autonomy might conflict with a military career.

**Table 14**

Simulation Results of Variables on Likelihood to Give Positive Advice When Moving from Low to High Values																		
	Full-time job		Community college		Favorability		Level of education		Household income		War on terrorism		Knowledge		Do something for the country		Decide how to carry out tasks	
	min	max	min	max	min	max	min	max	min	max	min	max	min	max	min	max	min	max
Other	85%	77%	87%	77%	92%	76%	84%	71%	85%	74%	85%	77%	85%	76%	92%	70%	73%	84%
Positive advice	15%	23%	13%	23%	8%	24%	16%	29%	15%	26%	15%	23%	15%	24%	8%	30%	27%	16%



## 6. APPENDIX A SAMPLE DESIGN AND IMPLEMENTATION

### Sample Design

According to the 1990 Census, there were 87.1 million telephone households in the United States. About 70 percent of these households were directory-listed. However, each year, about 20 percent of American households move, so that 12 to 15 percent of the residential numbers in a typical directory are disconnected, reducing directory-based surveys to project to only 56 million telephone households. Approximately 30 percent of telephone households in the U.S. have unlisted numbers. Samples drawn entirely from directories, and “plus-one” techniques based on directory seed numbers often significantly under-represent unlisted households. To overcome these barriers to obtaining representative random samples, a random digit dialing (RDD) methodology is required.

For the adult poll implementation, sample was purchased from Survey Sampling, Inc.<sup>®</sup> (SSI). Survey Sampling, Inc. gives a detailed description of their sampling products in “Random Digit Dial Telephone Sampling Methodology.”

### Creation of the Random Digit Database

SSI starts with a computer file of over 64 million directory-listed households. Using area code and exchange data regularly obtained from Bellcore and additional databases, this file of directory-listed telephone numbers was subjected to an extensive cleaning and validation process to ensure that all exchanges are currently valid, assigned to the correct area code, and fall within an appropriate set of ZIP Codes.

Each exchange was assigned to a single county. Nationally, about 72 percent of all assigned exchanges appear to fall totally within single county boundaries. For those exchanges that overlap county and/or state lines, the exchanges were assigned to the county with the highest number of listed residents within the exchange. This assignment prevents overrepresentation of these exchanges.

SSI samples are generated using a database of “working blocks.” A *block* (also known as a *100-bank* or a *bank*) is a set of 100 contiguous numbers identified by the first two digits of the last four digits of a telephone number. For example, in the telephone number 255-4200, “42” is the block. A block is termed to be *working* if one or more listed telephone numbers are found in that block.

SSI updates its database at approximately six-week intervals. Updates were done according to geographic section following the schedule below in 2001:

Section 1: Northeast and Mid-Atlantic, January 1, 2001, June 17, 2001 and December 2, 2001

Section 2: South, February 11, 2001, and July 29, 2001

Section 3: Midwest, March 25, 2001 and September 9, 2001

Section 4: Northwest and West, May 6, 2001 and October 21, 2001

## **Sample Stratification**

All SSI samples are generated using stratified sampling procedures. Stratified sampling divides the population of sampling units into sub-populations called strata. A separate sample is then selected from the sampling units in each stratum. SSI stratifies its database by county.

Prior to sample selection, the sample was allocated proportionally across all strata in the defined geography using several frame adjustment options. The sampling frame determines the way a sample is distributed across geography at the county level. SSI offers five different measurement of size (MOS) stratification frames for its random digit samples; however, “estimated number of telephone households” is the recommended frame for apportioning Random B samples – the technique used to generate the sample for this study – which is described below. Telephone household estimates are calculated by subtracting Census non-telephone household counts from current household estimates. Sample units were allocated to each county in proportion to its share of telephone households.

Samples were first systematically stratified to each county in the survey area in proportion to the sampling frame selected. After a geographic area was defined as a combination of counties, the sum of the estimated telephone households or requested frame value was calculated and divided by the desired sample size to produce a sampling interval.

## **Sample Selection**

After the sample is allocated, sample selection is made. There are three options for selection: 1) Random B, 2) Random A and 3) Epsem. Following are descriptions of each.

*Random B* is an SSI term denoting samples of random numbers distributed across all eligible blocks in proportion to their density of listed telephone households. All blocks within a county are organized in ascending order by area code, exchange, and block number. Once the quota has been allocated to all counties in the frame, a sampling interval is calculated by summing the number of listed residential numbers in each eligible block within the county and dividing that sum by the number of sampling points assigned to the county. From a random start between zero and the sampling interval, blocks are systematically selected in proportion to their density of listed households. Once a block has been selected, a two-digit number is systematically selected in the range 00-99 and is appended to the exchange and block to form a 10-digit telephone number.

*Random A* is an SSI term denoting samples of random numbers systematically selected with equal probability across all eligible blocks. All blocks within a county are organized in ascending order by area code, exchange, and block number. Once the quota has been allocated to all the counties in the frame, a sampling interval is calculated for each county by summing all the eligible blocks in the county and dividing that sum by the number of sampling points assigned to the county. From a random start between zero and the sampling interval, blocks are systematically selected from each county. Once a block has been selected, a two-digit number is systematically selected in the range 00-99 and is appended to the exchange and block, to form a 10-digit telephone number.

*Epsem Samples* (equal probability of selection method) are single stage, equal probability samples of all possible 10-digit telephone numbers in blocks with one or more listed telephone numbers.

The Working Phones Rate (WPR) for an epsem sample is on average 50 percent, but can range from 30 to 70 percent depending on the size and nature of the geographic area and local telephone number assignment practices.

Epsen sampling uses a total active blocks frame and Random A sampling methodology. A sample of random numbers is systematically selected with equal probability across all blocks containing one or more listed numbers, which distributes the sample across counties in proportion to their share of total active blocks. Epsen samples have the following characteristics:

- Minimum block size is 1
- Business numbers cannot be replaced, but can be flagged
- Protecting numbers from future use is unavailable

Random B samples are samples of random numbers distributed across all eligible blocks in proportion to their density of listed telephone numbers. These samples are efficient with high projectability that is sufficient for “quick polling” techniques. Because these samples are selected from blocks according to their density of listed telephone households, there is a possibility that highly unlisted areas may be underrepresented. However, the tradeoff is in efficiency. A 65 percent working phone rate was expected with this Random B sample.

The sample for this study had three working blocks. The one and two blocks are becoming more populated, and, were not included for the following reasons:

1. On average, they contain 55 percent bad records (For random A with two working blocks, it is approximately 40 percent and for random B sample, it is approximately 30 percent bad).
2. Typically, they are not phone numbers; they are data entry errors on the part of the phone book companies.
3. There aren't a great number of one and two blocks (3.8 percent of “active” blocks contain only 0.1 percent of the listed numbers).

## **Sample Geography**

Interviews were conducted in all 50 states plus the District of Columbia.

## **Weighting Information**

### **Demographic Profile of Population**

The target audience in the poll included adults ages 22 to 85. Soft quotas (a target for the minimum number of surveys to be completed) were placed on geography, gender, race and ethnicity. Table 15 displays data weighted by age, education and race/ethnicity according to the December 2001 Current Population Survey<sup>10</sup>.

---

<sup>10</sup> Bureau of the Census. (2002). *Current Population Survey*. Washington DC: Author. Available: <http://www.bls.census.gov/cps>

**Table 15**

<b>Weighting Variables</b>	
<b>Variable</b>	<b>December 2001 CPS data</b>
<b>Age</b>	
22-27 years	11%
28-40 years	28%
41-58 years	37%
59-76 years	18%
77-85 years	5%
<b>Education</b>	
High school degree or less	48%
Some college	26%
College degree or more	26%
<b>Race/Ethnicity</b>	
Hispanic	11%
White, Non-Hispanic	73%
African-American, Non-Hispanic	11%
Other, Non-Hispanic	5%

Table 16 displays the weighted and unweighted subgroup sizes by age, Table 17 displays the same counts by race/ethnicity.

**Table 16**

<b>Age</b>			
<b>Age</b>	<b>Unweighted n</b>	<b>Weighted n</b>	<b>Weighted %</b>
22-35 years	360	348	28%
36-54 years	571	541	43%
55+ years	318	360	29%
TOTAL	1249	1249	100%

**Table 17**

<b>Race/Ethnicity</b>			
<b>Race/Ethnicity</b>	<b>Unweighted n</b>	<b>Weighted n</b>	<b>Weighted %</b>
White, Non-Hispanic	1008	915	73%
African-American, Non-Hispanic	88	143	11%
Other, Non-Hispanic	52	59	5%
Hispanic	101	132	11%
TOTAL	1249	1249	100%

Table 18 displays the weighted and unweighted subgroup sample sizes by current education level.

**Table 18**

<b>Education</b>			
<b>Education</b>	<b>Unweighted n</b>	<b>Weighted n</b>	<b>Weighted %</b>
High school degree or less	287	596	48%
Some college	491	326	26%
College degree or more	470	326	26%
TOTAL	1248	1248	100%

## **Handling of Cell Phone Numbers**

There were 103,830 residential and business exchanges in the United States at the time the sample for this poll was pulled. Additionally, there were 8,491 exchanges dedicated to wireless use. SSI treats these numbers as business numbers and does not include them in RDD sample pulls.

## **Replicates**

For this poll, the sample was identified and released in replicates (representative stand-alone mini-samples that are representative of the entire sample). When using a replicate system, the

interviewers did not need to dial the entire sample as each replicate was representative of the entire sample. All replicates loaded were closed out and dialed until exhausted. A sample record was considered “exhausted” once it had obtained a final disposition, such as disconnected, complete, or refusal, or once the maximum number of attempts had been made on the sample. So there would not be “extra” interviews, the size of the replicates were reduced as the interview period drew to a close.

## Quotas and Thresholds

Because of the speed at which polls are conducted and the rate at which surveys are completed, it is often necessary to set quotas, or the minimum number of completed for each area. This ensures a representative sample is obtained. Therefore, soft quotas, or a target for the minimum number of surveys to be complete, were placed on each region. Additionally, soft quotas were placed on race/ethnicity. To increase the likelihood of reaching respondents, interviews were conducted during the evening and weekend hours. This meant interviewing took place over a slightly longer timeframe. Therefore, the following “guides” for each region were set in place:

New England (4.95%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (17.10%)	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes (17.79%)	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt (5.09%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South (23.15%)	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South (9.46%)	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain (6.46%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (16.00%)	California, Oregon, Washington, Hawaii and Alaska

Soft or flexible quotas were placed on race and ethnicity. The following questions were used to determine ethnicity and race:

- Ethnicity: Do you consider yourself to be of Hispanic, Latino or Spanish origin?
- Race: Do you consider yourself to be (1) Caucasian or white, (2) African American or black, (3) Asian [Includes Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, or other Asians], (4) American Indian or (5) Alaska Native, Native Hawaiian or other Pacific Islander or (6) something else - please specify?

## **Survey Implementation**

### **Screening**

Each household was screened for adults ages 22 and older. If there was more than one person in the household who met those criteria, the respondent in the household ages 28 and older with the most recent birthday prior to the interview date was selected. There was no within household substitution of the designated respondent, even if the designated respondent did not qualify for the interview.

### **Callback Procedure**

One initial call and a maximum of three callbacks were allowed. If a household was not reached after four calls, another randomly selected household was substituted.

### **Refusal Conversion**

An active program of refusal conversion was used. All initial refusals were put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three call backs, conducted at different times and days, were made. If a household was not reached after three calls or if a second refusal occurred, a “hard” refusal was recorded on the final disposition.

### **Response Rates, Cooperation Rates, Refusal Rates and Contact Rates**

Following are the formulas used to calculate the response, cooperation, refusal and contact rates for telephone studies conducted at Wirthlin Worldwide.

$$\begin{aligned}\text{Response Rate: } & I / I + R + NC + O + \text{Screen Outs} \\ & = \text{Completes} / \text{Completes} + \text{Refusals} + \text{Non-Contact} + \text{Other} + \text{Screen Outs}\end{aligned}$$

Note: Response rates in a RDD telephone sample are difficult to calculate. There is no way to know how many of the telephone numbers not reached or busy are in residential units, and there is no way to know how many of the unreachable units contain qualified respondents.

$$\begin{aligned}\text{Cooperation Rate: } & I / I + R + P + NC \\ & = \text{Completes} / \text{Completes} + \text{Initial Refusals} + \text{Terminates}\end{aligned}$$

$$\begin{aligned}\text{Refusal Rate: } & R / R + I + P + O + U \\ & = \# \text{ of Refusals} / \# \text{ of Contacts}\end{aligned}$$

$$\text{Contact Rate: } \# \text{ of Contacts} / \# \text{ of Sample Records Dialed}$$



## APPENDIX B

### ADULT POLL THREE INTERVIEW GUIDE

#### RESPONDENTS AGED > 22 AND < 85

<b>GENERAL INSTRUCTIONS</b>
-----------------------------

**Target Audience:** Each household will be screened for adults between the ages 22 and 85. If there is more than one person in the household who meets those criteria, we will select the respondent in the household over 22 with the most recent birthday prior to the interview date. There will be no within household substitution of the designated respondent, even if the designated respondent does not qualify for the interview.

**Field Dates:** Pre-test January 15-16, 2002  
Launch study on January 17, 2002  
Complete interviewing on January 28, 2002

**Length:** This interview should last approximately 25 minutes.

**Geography:** 100% United States - including Alaska, Hawaii and the District of Columbia

**Sample Size:** N=1250 adult Americans aged 22 to 85 (70% incidence)

**Quotas:** GENDER: 52% Female, 48% Male

RACE/ETHNICITY: Thresholds (According to the Profile of General Demographic Characteristics, 2000 Census of Population and Housing, US Department of Commerce):

White	81.8%
Black or African American	13.0%
American Indian and Alaskan Native	1.1%
Asian or Native Hawaiian and Other Pacific Islander	4.1%
Hispanic or Latino (of any race)	12.5%

REGION: Soft quotas on 8-point geo-code

New England (4.95%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (17.10%)	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes (17.79%)	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt (5.09%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South (23.15%)	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South (9.46%)	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain (6.46%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (16.00%)	California, Oregon, Washington, Hawaii and Alaska

Sample:	Random B sample, with minimum of three working blocks. All samples will be screened for business numbers.
Dialing Procedures:	Interviews will be conducted during the evening and weekend hours. The fieldwork will take place from our in-house telephone centers located in Orem, Utah and Grand Rapids, MI and will utilize computer assisted telephone interviewing (CATI).
Callback Procedures:	Plan an initial call and maximum of three callbacks. If a household is not reached after four calls, we will substitute another randomly selected household. Callbacks will be scheduled on different days, different times of the day and in different weeks.
Refusal Conversion:	All initial refusals are put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three call backs, conducted at different times and days, will be made. If a household is not reached after three calls or if a second refusal occurs, a "hard" refusal will be recorded on the final disposition. Experience shows that approximately 10% of the completed interviews will come from refusal conversions.
Pre-test:	We will conduct a pre-test of the survey instrument on January 15-16, 2002 in our Orem, Utah telephone facility. We will conduct 30 interviews. If the pretest interviews go smoothly and no revisions are made to the questionnaire, they will be included in the final data set.

**SCREENER**

INTRO 1: Hello, I'm \_\_\_\_\_ of Wirthlin Worldwide, a national research firm and I'm calling for a study that is being conducted for the United States Government to learn about Americans' attitudes and perceptions of the United States military. For quality purposes, my supervisor may monitor this call. **(DO NOT PAUSE) [1 QP]**

GPA. Could I speak with a member of this household who is between the ages of 22 and 85 and has had the most recent birthday, please? **[0.5QP]**

- 1 Yes
- 2 No, respondent isn't available
- 3 No, there isn't a respondent (living) in the household who is between the ages of 22 and 85
- 4 No, you can't talk to the person
- 5 DK

**IF GPA=1, WAIT UNTIL RESPONDENT GETS ON THE PHONE AND READ INTRO2.**

**IF GPA=2, ARRANGE CALLBACK**

**IF GPA=3, CODE AS INELIGIBLE, THANK AND TERMINATE**

**IF GPA=4, CODE AS REFUSAL, THANK AND TERMINATE**

**IF GPA=5, CODE AS INELIGIBLE, THANK AND TERMINATE**

INTRO2 Hello, I'm \_\_\_\_\_ of Wirthlin Worldwide, a national research firm and I'm calling for a study that is being conducted for the United States Government to learn about Americans' attitudes and perceptions of the United States military. For quality purposes, my supervisor may monitor this call. **(DO NOT PAUSE) [1 QP]**

PRIV1. All information you provide is protected under the Privacy Act of 1974. Your identity will not be released for any reason and your participation is voluntary. You are entitled to a copy of the Privacy Act Statement. Would you like a copy of this statement? **[1QP]**

- 1 YES, RECORD MAILING ADDRESS
- 2 NO
- 99 DK/REF

S1. Could you please tell me your age? **[1QP]**

- 1 RECORD ANSWER
- 99 DK/REF

**[IF S1 < 22 OR S1 > 85 ASK GPA]**

S2. For research purposes, may I please verify your gender? **[1QP]**

- 1 Male
- 2 Female

DEM10. Do you consider yourself to be of Hispanic, Latino or Spanish origin? **[1QP]**

- 1 Yes, Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.
- 2 No
- 99 DK/REF

DEM 11 I'm going to read a list of racial categories. Please select one or more to describe your race. Are you...[READ PUNCHES 1-5.] [NOTE: If respondent says "Don't Know" or doesn't mention a punch below, SAY: "Which of the following race categories do you most closely identify with?"] CODE UP TO 5 RESPONSES] **[1 QP]**

- 1 White
- 2 Black or African-American
- 3 American Indian or Alaskan Native
- 4 Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
- 5 Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
- 6 [DO NOT READ] Other HISPANIC ONLY (Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.)
- 7 REF [THANK AND TERMINATE]
- 8 Don't know [THANK & TERMINATE]

[IF QDEM11=6 ONLY, ASK QDEM11A]

DEM11A. In addition to being Hispanic, do you consider yourself to be [READ PUNCHES 1-5] [CODE UP TO 5 RESPONSES] **[.25 QP]**

- 1 White
- 2 Black or African-American
- 3 American Indian or Alaskan Native
- 4 Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
- 5 Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
- 99 DK/REF

S3. Do you have any children? **[1QP]**

- 1 Yes
- 2 No
- 99 DK/REF

**[IF S3=1 ASK S4]**

S4. And how many children do you have? **[0.8QP]**

- RECORD ANSWER
- 99 DK/REF

**[IF S4>0, ASK S5] /IF RESPONDENT HAS CHILDREN]**

S5. Are any of your children 27 and younger? **[0.8QP]**

- 1 Yes
- 2 No
- 99 DK/REF

**[IF S5 = 1, ASK S6] /IF RESPONDENT HAS CHILDREN AGED 27 AND YOUNGER]**

S6. What are their ages? **[DO NOT READ RESPONSE OPTIONS – MULTIPLE RESPONSES ALLOWED] [0.7QP]**

- A 1 year or younger
- B 2 years old
- C 3 years old
- D 4 years old
- E 5 years old
- F 6 years old
- G 7 years old
- H 8 years old
- I 9 years old
- J 10 years old
- K 11 years old
- L 12 years old
- M 13 years old
- N 14 years old
- O 15 years old
- P 16 years old
- R 17 years old
- S 18 years old
- T 19 years old
- U 20 years old
- V 21 years old
- W 22 years old
- X 23 years old
- Y 24 years old
- Z 25 years old
- AA 26 years old
- BB 27 years old
- 99 DK/REF

<b>ADVICE ABOUT/SUPPORT FOR THE MILITARY</b>	<b>18.4 QUESTION POINTS, 6.1 MINUTES</b>
--	--

ADV2. I would like to talk about the choices that young people have after high school. Suppose a youth you know came to you for advice about what do after high school. How likely is it that you would encourage him or her to **[RANDOMIZE AND READ A-D] [2QP]**

- A. Join a military service such as the Army, Navy, Marine Corps, Air Force, or Coast Guard
- B. Attend a four-year college or university
- C. Get a full-time job
- D. Attend a trade, technical, vocational or community college

[READ LIST][ROTATE TOP TO BOTTOM, BOTTOM TO TOP]

- 1. Very likely
- 2. Likely
- 3. Neither likely nor unlikely
- 4. Unlikely
- 5. Very unlikely
- 99. DK/REF

**[ASK NEW1A and NEW1B IF S6=O-V]**

NEW1. Now I want to talk about your friends and family. Do you have a [READ A-F] who is between the ages of 15 and 21? [2QP]

- A. Son
- B. Daughter
- C. Brother or Sister
- D. Niece or Nephew
- E. Grandchild
- F. Cousin

- 1 Yes
- 2 No
- 99 DK/REF

**[FOR EACH NEW1A-F=1, IMMEDIATELY FOLLOW UP WITH NEW2]**

NEW2. How many?

INSERT RESPONSE (1-98)  
99. DK/REF

NEW3. Are you acquainted with [READ G-K] who is between the ages of 15 and 21? [1.5 QP]

- G. Some other family member
- H. A Friend who is not a family member
- J. A Student who is not a family member
- K. Someone else who is not a family member

- 1 Yes
- 2 No
- 99 DK/REF

**[FOR EACH NEW3G-K=1, IMMEDIATELY FOLLOW UP WITH NEW4]**

NEW4. How many?

INSERT RESPONSE (0-98)

99. DK/REF

**[ASK ADV4 FOR EACH ITERATION OF NEW1A-F=1 AND NEW3G-K=1]**

**[IMMEDIATELY ASK ADV5 FOR EACH ITERATION OF ADV4C-K=1]**

**[ASK ADV5 IF ADV4A=1 AND NEW2A + NEW2B < OR = 1]**

**[ASK ADV5 IF ADV4B=1 AND NEW2A + NEW2B < OR = 1]**

ADV4. Did you give advice in the last year to [READ A-K] about options after high school? Please answer Yes or No. **[3.5QP]** **[IF THE RESPONDENT HAS, FOR EXAMPLE, MORE THAN ONE SON, ASK THEM TO RESPOND FOR THE ONE THAT THEY MOST RECENTLY TALKED TO ABOUT OPTIONS AFTER HIGH SCHOOL.]** **[INTERVIEWER NOTE: REMIND THE RESPONDENT THAT WE ARE TALKING ABOUT ADVICE GIVEN IN THE PAST YEAR.]** **[RANDOMIZE LIST AND READ A-K]**

- A. A Son
- B. A Daughter
- C. A Brother or Sister
- D. A Niece or Nephew
- E. A Grandchild
- F. A Cousin
- G. Some other family member
- H. A Friend who is not a family member
- J. A Student who is not a family member
- K. Someone else who is not a family member

- 1. Yes
- 2. No
- 99. DK/REF

ADV5. Was any of the advice that you gave about the military? **[3.8 QP]**

- 1. Yes
- 2. No
- 99. DK/REF

**[FOR EACH ADV5=1, ASK ADV6]**

ADV6. Was the advice about the military positive, negative or both positive and negative? **[2.8QP]**

- 1. Positive
- 2. Negative
- 3. Both positive and negative
- 99. DK/REF

**[IF NEW2A + NEW2B>1, ASK ADV7]**

ADV7. You mentioned that you have [INSERT NEW2A+NEW2B] children between the ages of 15-21. Did you give advice about the military to any of them?

1. Yes
2. No
99. DK/REF

**[IF ADV7=1, ASK ADV8]**

ADV8. Did you give advice about the military to all of them?

1. Yes
2. No
99. DK/REF

**[IF ADV8=2, ASK ADV8A]**

ADV8A. Why not?

99. INSERT VERBATIM RESPONSE

**[IF ADV8=1, ASK ADV8B]**

ADV8B. To what extent was the advice you gave your children the same. Was the advice [ROTATE LIST TOP TO BOTTOM, BOTTOM TO TOP, READ 1-5]?

1. Completely the same
2. Mostly the same
3. Somewhat the same and somewhat different
4. Mostly different
5. Completely different
99. DK/REF

**[IF ADV8B=2-5, ASK ADV8C]**

ADV8C. What was different about the advice you gave?

99. INSERT VERBATIM RESPONSE

**[IF ADV8B=2-5, ASK ADV8D]**

ADV8D. Why did you give different advice?

INSERT VERBATIM RESPONSE

**American Occupations****5.5 QUESTION POINTS, 1.8 MINUTES**

AMO2. Now I am going to read you a list. Please tell me if you have a positive or negative image of these people. The [FIRST/NEXT] is [RANDOMIZE AND READ A-J— NOTE: PUNCH I AND PUNCH J MUST BE CONSECUTIVE AND PUNCH I MUST ALWAYS COME BEFORE J]. Would you say you have a [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ ANSWER CATEGORIES 1-5] image of these people? **[5.5 QP]**

- 1 Very Positive
- 2 Positive
- 3 Neither Positive nor Negative
- 4 Negative
- 5 Very Negative
- 99 DK/REF

- A People serving full-time in the active duty military
- B People serving part-time in the National Guard or Reserves
- C Full-time non-military civilians employed by the U.S. Department of Defense
- D Police Officers
- E Postal Workers
- F Lawyers
- G Teachers
- H Airport Security Personnel
- I Leadership of Federal Government
- J Civilian Federal Government Employees

[ASK IF QAMO2C=1-5]

AMO3. You said you had a [Insert Response for “Full-time non-military civilians employed by the U.S. Department of Defense” from AMO2] image of the full-time non-military civilians employed by the U.S. Department of Defense. Why do you have this image?

INSERT VERBATIM RESPONSE

**FAVORABILITY****4 QUESTION POINTS, 1.3 MINUTES**

FAV1. Using all that you know or have heard about the military, please rate the military using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate your favorability of the U.S. Military? **[1QP]**

RECORD RATING  
99 DK/REF

FAV2. Using all that you know or have heard about the various branches of the military, please rate each branch using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate your favorability of the [RANDOMIZE AND READ A-E]? **[2QP]**

RECORD RATING  
99 DK/REF

- A. Air Force
- B. Army
- C. Coast Guard
- D. Marine Corps
- E. Navy

FAV3 Now, using all that you know or have heard, please rate the United States National Guard and Reserves using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate your favorability of the [RANDOMIZE AND READ A-B]? [1QP]

RECORD RATING  
99 DK/REF

- 1. Reserves
- 2. National Guard

<b>KNOWLEDGE OF MILITARY</b>
------------------------------

<b>4.5 QUESTION POINTS, 1.5 MINUTES</b>
---

S7. Let's talk about your knowledge of the military. Please use a scale from 1 to 10 where 1 means **NOT AT ALL KNOWLEDGEABLE** and 10 means **EXTREMELY KNOWLEDGEABLE**. Please tell me how knowledgeable you are about the United States Military. [1QP]

RECORD ANSWER (1=Not at all knowledgeable, etc.)  
99 DK/REF

KW1. Now I would like to read to you some statements that pertain to military service. For each statement, I would like you to tell me to what degree the statement is believable. Please use a scale from 1 to 10 where 1 means **NOT AT ALL BELIEVABLE** and 10 means **EXTREMELY BELIEVABLE**. The [FIRST/NEXT] statement is [RANDOMIZE AND READ A-G]. Using the 10-point scale, how believable would you say this statement is?

- A. People can serve in the National Guard while they are going to college.
- B. People can serve in the National Guard while they are going to a trade school.
- C. People can serve in the Reserves while they are going to college.
- D. People can serve in the Reserves while they are going to a trade school.
- E. People can serve in the National Guard while they are working a full-time job.
- F. People can serve in the Reserves while they are working a full-time job.
- G. New military recruits can earn a minimum of ~~at least~~ \$800 dollars per month for 36 months of service.

***[NOTE TO CATI TECH: For each MSB1 option we want to follow it up immediately with MSB1A, and then move on the next MSB1 option]***

Now I would like to talk to you about how you feel about some characteristics of various careers.

MSB1 Suppose a youth you know asked you for advice about careers. Thinking about the advice you would give, how important is it for the youth to [RANDOMIZE AND READ A-X]? Would you say it is [ROTATE TOP TO BOTTOM AND BOTTOM TO TOP] to you? **[8QP]**

- 1 Extremely Important
- 2 Very Important
- 3 Somewhat Important
- 4 Not Important
- 5 DK/REF

- A. Get money for education
- B. Develop self-discipline
- C. Have the opportunity to travel
- D. Work as part of a team
- E. Get experiences that prepare them for a future career
- F. Be physically challenged
- G. Be in an environment that is free of racial discrimination and harassment
- H. Be in an environment that is free of sexual discrimination and harassment
- I. Work in a high-technology environment
- J. Do something that they can be proud of
- K. Stay in an area near their family and friends
- L. Learn a valuable trade or skill
- M. Be mentally challenged
- N. Experience adventure
- O. Do something for the country
- P. Have job security
- Q. Have a good paying job that allows them to live comfortably
- R. Have a job where they decide how their tasks will be carried out
- S. Have a job that is interesting and not just routine
- T. Develop leadership skills
- U. Receive approval from their parents
- V. Have personal freedom
- W. Work with people they respect
- X. Earn the respect of people who are important in their life

MSB1A Would they be more likely to [REPEAT FROM MSB1] in the military, a civilian job or equally in both? **[8QP]**

- 1 Military
- 2 Civilian Job
- 3 Equally in both
- 99 DK/REF

**ASK ALL**

And now I just have a few last questions for research purposes.

DEM1. What is the highest level of school you have completed or the highest degree you have received?  
[READ LIST, ACCEPT SINGLE RESPONSE] **[1QP]**

- 1 Less than High School
- 2 High School Graduate - Diploma or Equivalent (GED)
- 3 Some College But No Degree
- 4 Associate Degree - Occupation / Vocational
- 5 Associate Degree - Academic Program
- 6 Bachelor's Degree (e.g., BA, AB or BS)
- 7 Master's Degree (e.g., MA, MS, MEng, MEd, NSW)
- 8 Professional School Degree (e.g., MD, DDS, DVM)
- 9 Doctorate Degree (e.g., PhD, EdD)
- 99 DK/REF **[DO NOT READ]**

DEM2A. Are you currently a member of the armed forces? **[1QP]**

- 1 Yes
- 2 No
- 99 DK/REF

**[IF DEM2A > 1 ASK DEM2C]**

DEM2C. Have you ever served as a member of the armed forces? **[1QP]**

- 1 Yes
- 2 No
- 99 DK/REF

**[IF DEM2A=1 OR DEM2C=1, ASK DEM2B]**

DEM2B. Is that active duty, guard or reserves? **[ACCEPT MULTIPLE RESPONSES] [0.5QP]**

- 1 Active Duty
- 2 Guard
- 3 Reserves
- 99 DK/REF

DEM3. What is your total annual household income? [READ LIST, ACCEPT SINGLE RESPONSE]  
**[1QP]**

- 1. Less than \$25,000
- 2. \$25,000 but less than \$30,000
- 3. \$30,000 but less than \$40,000
- 4. \$40,000 but less than \$60,000

- 5. \$60,000 but less than \$80,000
- 6. \$80,000 but less than \$100,000
- 7. \$100,000 OR MORE
- 99 DK/REF **[DO NOT READ]**

DEM4. Please tell me whether you are currently...[READ LIST, ACCEPT SINGLE RESPONSE]  
**[1QP]**

- 1 Single and have never been married
- 2 Widowed
- 3 Separated
- 4 Divorced
- 5 Married
- 99 DK/REF

DEM6B. Does the current situation related to the “War on Terrorism” make you more likely or does it make you less likely to recommend military service as an option for youth? **[1QP]**

- 1 More likely
- 2 Doesn’t change the likelihood (DO NOT READ)
- 3 Less likely
- 99 DK/REF

DEM7A. Are you currently employed in a high school or a community college as a teacher, guidance counselor or administrator? [NOTE TO INTERVIEWER: HIGH SCHOOL IS GRADES 9-12] **[1QP]**

- 1 Yes, High School
- 2 Yes, Community College
- 3 No
- 99 DK/REF

DEM8. Are you a youth leader in any way? For example, are you a youth sports coach, a member of the clergy, scout leader, or an employer of people under the age of 21? **[1QP]**

- 1 Yes, youth sports coach
- 2 Yes, member of the clergy
- 3 Yes, scout leader
- 4 Yes, employer of people under the age of 21
- 5 Yes, other, specify
- 6 No
- 99 DK/REF

DEM9. What is your occupation? **[DO NOT READ CHOICES] [2QP]**

- 1 Computer and Mathematical Occupations
- 2 Architecture and Engineering Occupations
- 3 Life, Physical, and Social Science Occupations
- 4 Community and Social Services Occupations
- 5 Legal Occupations
- 6 Education, Training, and Library Occupations

- 7 Arts, Design, Entertainment, Sports, and Media Occupations
- 8 Healthcare Practitioners and Technical Occupations
- 9 Healthcare Support Occupations
- 10 Protective Service Occupations
- 11 Food Preparation and Serving Related Occupations
- 12 Building and Grounds Cleaning and Maintenance Occupations
- 13 Personal Care and Service Occupations
- 14 Sales and Related Occupations
- 15 Office and Administrative Support Occupations
- 16 Farming, Fishing, and Forestry Occupations
- 17 Construction and Extraction Occupations
- 18 Installation, Maintenance, and Repair Occupations
- 19 Production Occupations
- 20 Transportation and Material Moving Occupations
- 21 Military Specific Occupations
- 22 Homemaker/Housewife/Househusband
- 23 Retired
- 24 Unemployed
- 25 Other, specify \_\_\_\_\_
- 99 DK/REF

DEM12. For research purposes only, please tell me your street address and zip code? Do you know your ZIP plus four? [9-digit ZIP code is preferred] **[1QP]**

[RECORD STREET ADDRESS]  
[RECORD ZIP CODE]

[ASK DEM13 IF QPRIV1=1]

DEM13. So that we may send you the copy of the Privacy Act of 1974 and for research purposes please tell me your address.

[RECORD NAME]  
[RECORD STREET ADDRESS]  
[RECORD CITY]  
[RECORD STATE]  
[RECORD ZIP CODE]

DEM14. FIPS CODE \_\_\_\_\_

DEM15. ZIP CODE **[FROM SAMPLE]** \_\_\_\_\_

[ASK DEM16 IF PRIV1=2 OR DK/REF]

DEM16. May I please have your first name in case my supervisor needs to verify that this interview actually took place?

Thank you very much for your time.

REPORT DOCUMENTATION PAGE			Form Approved OMB No. 0704-0188	
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.				
1. AGENCY USE ONLY (Leave blank)		2. REPORT DATE July 2002		3. REPORT TYPE AND DATES COVERED Final
4. TITLE AND SUBTITLE Adult Attitudes Toward the Military: Poll Three			5. FUNDING NUMBERS GS-23F-9819H	
6. AUTHOR(S) Amie K. Wang, James A. Hoskins, Mary E. Strackbein, Anita R. Lancaster, Barbara J. George, & Sean M. Marsh				
7. PERFORMING ORGANIZATION NAMES (S) AND ADDRESS (ES) Wirthlin Worldwide 1920 Association Drive, Suite 500 Reston, VA 20191			8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAMES(S) AND ADDRESS(ES) Defense Manpower Data Center 1600 Wilson Blvd., Suite 400 Arlington, VA 22209			10. SPONSORING/MONITORING AGENCY REPORT NUMBER DMDC Report No. 2002-014	
11. SUPPLEMENTARY NOTES				
12a. DISTRIBUTION/AVAILABILITY STATEMENT Open Release			12b. DISTRIBUTION CODE Unlimited Distribution	
13. ABSTRACT (Maximum 200 words)  This report presents the results of the third adult poll in a series that looked at images of occupations, advice given to youth about options after high school, favorability of the military and knowledge of the military. The audience profiled in this survey was the population of influencers, and included American adults ages 22 to 85 years old. Interviewing was conducted via computer assisted telephone interviews (CATI) during the period of January 18 to January 28, 2002. Nine out of 10 adult Americans had very positive or positive images of people serving full-time in the active duty military (93%), and people serving part-time in the National Guard or Reserves (89%). The option that adults were most likely to advise after graduating from high school was attend a four-year college or university (91%) or attend a trade, technical, vocational or community college (82%). Sixty-six percent of adults reported that they would recommend military service.				
14. SUBJECT TERMS military advertising, postsecondary decision-making, post high  School options, military recruiting, market research			15. NUMBER OF PAGES 83	
			16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT Unclassified	18. SECURITY CLASSIFICATION OF THIS PAGE Unclassified	19. SECURITY CLASSIFICATION OF ABSTRACT Unclassified	20. LIMITATION OF ABSTRACT SAR	